Eating Right,
Day and Night

BREAKFAST: MOST IMPORTANT MEAL OF THE DAY

Teacher's Guide

meridian education corporation

INTRODUCTION

This Teacher's Guide provides information to help you get the most out of *Breakfast: Most Important Meal of the Day.* The contents of this guide will allow you to prepare your students before using the program, and to present follow-up activities to reinforce the program's key learning points.

PROGRAM DESCRIPTION

The evidence is overwhelming that breakfast is the most important meal of the day. Yet it is the meal most often skipped by people of all ages. This program explains the mental and physical benefits of eating a nutritious breakfast. The relationship between blood-sugar levels and metabolism is also discussed. Students will learn how best to fuel their bodies in the morning in order to improve their performance throughout the day.

LEARNING OBJECTIVES

After viewing the program, students will be able to:

- Understand the importance of eating a nutritious breakfast.
- Understand the mental and physical benefits of eating a nutritious breakfast.
- Identify foods that make up a healthy breakfast.
- Understand the importance of replenishing blood glucose, especially in the morning.
- Understand the relationship between eating and metabolism.

NATIONAL STANDARDS

This program correlates with the National Standards for Family and Consumer Science from the Family and Consumer Science Education Association and the National Health Education Standards from the Joint Committee on National Health Education Standards. The content has been aligned with the following educational standards and benchmarks from these organizations.

- Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.
- Demonstrate food science, dietetic, and nutrition management principles and practices.
- Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- Evaluate the impact of science and technology on food composition, safety, and other issues.
- Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- Analyze factors that influence nutrition and wellness practices across the life span.
- Demonstrate the ability to use goal-setting and decision-making skills to enhance health.

- Analyze the influence of culture, media, technology, and other factors on health.
- Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Comprehend concepts related to health promotion and disease prevention.

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

The National Standards for Family and Consumer Science reprinted with permission.

ENGLISH LANGUAGE ARTS STANDARDS

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

- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries.

Standards for the English Language Arts, *by the International Reading Association and the National Council of Teachers of English, Copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.*

TECHNOLOGY STANDARDS

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

- Students are proficient in the use of technology.
- Students practice responsible use of technology systems, information, and software.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use technology resources for solving problems and making informed decisions.
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use technology to locate, evaluate, and collect information from a variety of sources.

The National Education Technology Standards reprinted with permission.

PROGRAM OVERVIEW

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

MAIN TOPICS

Topic 1: Breakfast Is Important
This section of the program discusses a variety of research findings that confirm the importance of breakfast. Research shows that eating breakfast makes for improved concentration and mental and physical performance, as well as a positive attitude and even better weight control.

Topic 2: The Physical Effects of Breakfast
This section of the program explains why breakfast is so important to our bodies and how it is physically necessary for our bodies to function properly. The relationship between blood glucose, breakfast, and energy is discussed.

Topic 3: A Balanced Breakfast
This section describes the essential nutrients, including proteins, carbohydrates, fats, vitamins, minerals, and water, necessary for good nutrition. It defines each nutrient, where it can be found, and how it affects the body. How to use the food pyramid to balance a diet is also discussed.

Topic 4: Making and Breaking the Breakfast Habit
This section explores the different reasons why people skip breakfast, and then offers solutions for breaking these bad habits.

FAST FACTS

- People who eat breakfast are more likely to have better diets, less excess body fat, a higher dietary fiber intake, and to feel and perform better.
- Regular breakfast-eaters are more health and diet-conscious than breakfast-skippers, and have significantly better overall diets.
- For children aged 4 to 7 years, breakfast is especially valuable, providing over 40% of the RDI for protein, vitamins A, B1, B2, B3, and C, iron, and magnesium, and 30% or more of the RDI for folate and calcium.
- Children who skip breakfast often do not get enough vitamins A, E, B6, and C, folate, calcium, or iron.
- For men, breakfast cereals provide around 6% of their total daily energy intake, and are an important source of thiamin, riboflavin, and iron, as well as being a source of protein and magnesium.

- For women, breakfast cereals provide around 6% of their total daily energy intake, and are an important source of iron, protein, magnesium, and calcium.
- A high fiber, high carbohydrate breakfast helps you feel full and satisfied, making you less likely to snack.
- Our bodies burn energy from food more efficiently in the morning than later in the day.
- It is recommended that adults eat at least 30 grams of dietary fiber each day to help maintain good health.
- Eating breakfast is associated with a more positive mood, greater calmness, and lower levels of stress. Taking time out to eat breakfast gives you a chance to relax and prepare for the day.
- School children who eat a good breakfast make fewer mistakes in problem-solving, and perform better on creativity tests.
- Studies show that eating breakfast improves alertness, which may help with memory and learning.
- In school children, studies suggest that skipping breakfast interferes with cognition and learning.
- Several studies have shown that consuming high levels of carbohydrates is associated with better mood.
- Memory and the capacity to learn are significantly improved by glucose.
- Carbohydrate foods such as cereals and breads are digested to produce glucose for the body.

VOCABULARY TERMS

breakfast: The first meal of the day, especially when taken in the morning; to "break a fast."

calories: A unit of food energy; an amount of food having an energy-producing value.

carbohydrates: Mainly sugars and starches, together constituting one of the three principal types of nutrients used as energy sources (calories) by the body. Carbohydrates can also be defined chemically as neutral compounds of carbon, hydrogen and oxygen.

cholesterol: A fatty substance that is an important part of the outer lining of cells in the body of animals. Cholesterol is also found in the blood circulation of humans. The cholesterol in a person's blood originates from two major sources: dietary intake, and liver production. A pearly, fat-like, steroid alcohol, cholesterol crystallizes in the form of leaflets or plates from dilute alcohol, and is found in animal fats and oils, in bile, blood, brain tissue, egg yolk, myelin sheaths of nerve fibers, the liver, kidneys and adrenal glands.

complex carbohydrates: The combination of carbohydrates and fiber.

fat: Also known as lipid, one of the three types of nutrients used as energy sources by the body.

fat, saturated: A fat that is solid at room temperature and comes chiefly from animal food products. Some examples are butter, lard, and meat fat; saturated fat also comes from palm oil, and coconut oil. These fats tend to raise the level of cholesterol in the blood.

fat, unsaturated: A fat that is liquid at room temperature and comes from a plant such as olive, peanut, corn, cottonseed, sunflower, safflower, or soybean. Unsaturated fats tend to lower the level of cholesterol in the blood.

fiber: Indigestible material in human food that stimulates the intestines; the parts of plant materials in the diet which are resistant to digestion by human enzymes.

fortified: Food to which some essential nutrients have been added.

glucose: The end product of carbohydrate metabolism and the chief source of energy for living organisms. Its utilization is controlled by insulin.

glycogen: Stored glucose.

hemoglobin: The oxygen-carrying pigment and predominant protein in the red blood cells.

insulin: A natural hormone made by the pancreas that controls glucose level in the blood. Insulin permits cells to use glucose for energy. Cells cannot utilize glucose without insulin.

metabolism: The transformation by which energy is made available for an organism's use.

protein: A large molecule composed of one or more chains of amino acids in a specific order. Proteins are required for the structure, function, and regulation of the body's cells, tissues, and organs. Protein is one of the three types of nutrients used as energy sources by the body.

RDA: *See RDIs.*

RDIs: (Reference Daily Intakes): A set of dietary references based on the Recommended Dietary Allowances for essential vitamins and minerals and, in selected groups, protein. The name "RDI" replaces the term "U.S. RDA."

PRE-PROGRAM DISCUSSION QUESTIONS

1. If you had to skip one meal a day, which meal would you choose and why?

2. What types of foods make a nutritious breakfast?

3. How does skipping breakfast affect your body, mind, and attitude throughout the day?

4. Do you think it is more important to have breakfast on some days rather than on others? On which days would it be more important to eat breakfast, and why?

5. Should you eat breakfast even if you're not hungry?

POST-PROGRAM DISCUSSION QUESTIONS

1. What are some of the research findings that support the idea that breakfast is a very important meal?

2. How would you convince a friend who skips breakfast everyday, because she wants to lose weight, that she is doing more harm than good?

3. Explain the meaning of the following statement: "Your stomach may not need breakfast, but your brain does."

4. Why would someone who has a doughnut for breakfast be more hungry an hour later than someone who doesn't eat breakfast?

5. What does it mean to eat a balanced diet?

GROUP ACTIVITIES

Food Relay Race

Create a food relay race. The race should be to create a team of foods for breakfast that contain simple carbohydrates, complex carbohydrates, protein, fiber, and some fat. The best team will have a combination of all of these foods so that a person could realistically eat all of the portions in a one hour time frame, and not eat a meal or snack again until about four hours later.

Breakfast of the Month

Divide the class into four groups. Each group should plan a nutritious breakfast for every day of the week. Have the class then compile their breakfast menus into one big breakfast calendar for a month. Ask students to use the calendar as a guide to eating breakfast for one month. After a month of eating healthy breakfasts, ask the students if they notice a change in their physical and mental well-being.

INDIVIDUAL STUDENT PROJECTS

The Breakfast Balance

Have students write down what they have for breakfast every day for a week (include Saturday and Sunday). After one week, each student should take the list and divide the foods into the different groups found on the food pyramid. A balanced diet means balancing your eating habits through the course of a few days to a week. How close did students come to eating balanced meals? Student who fell short should adjust their meals so that they can begin to eat healthier.

INTERNET ACTIVITIES

The School Breakfast Program

Use the Internet to research the USDA's School Breakfast Program (www.fns.usda.gov/cnd/Breakfast/Default.htm). Find out what the program is and how it helps students of all ages to perform their best in school.

ASSESSMENT QUESTIONS

Q1: Research has shown that eating a nutritious breakfast is linked to _____.

a) improved concentration **b) improved physical performance**
c) better weight control **d) all of the above**

Q2: If you are on a diet and don't eat breakfast, you are more likely to _____.

a) lose weight faster **b) gain more muscle mass**
c) feel tired, drained, and ravenously hungry **d) eat healthier foods**

Q3: True or False: Eating a good breakfast can affect how you feel, resulting in a more positive attitude.

Q4: Your _____ has no way to store energy and won't function at its best if you don't replenish its energy supplies in the morning.

a) brain **b) heart** **c) liver** **d) blood**

Q5: What is the major energy source for most of the cells in your body?

a) Fat **b) Glucose** **c) Protein** **d) Breakfast**

Q6: What happens to your metabolism if you skip breakfast?

a) It slows down. **b) It speeds up.**
c) It stays the same. **d) All of the above.**

Q7: Name three of the six nutrients a body needs to stay healthy.

Q8: True or False: Simple carbohydrates, or sugars, can give you a quick jolt of energy.

Q9: Easy-to-follow guidelines for eating a balanced diet can be found using the _____.

Q10: Which of the following is a suggested way to improve your breakfast eating habits?

a) Eat breakfast the night before.
b) Don't eat anything until you are hungry.
c) Eat breakfast on certain days of the week.
d) Make breakfast the night before and take it with you to eat later.

ASSESSMENT QUESTIONS ANSWER KEY

Q1: Research has shown that eating a nutritious breakfast is linked to _____.

a) improved concentration
b) improved physical performance
c) better weight control
d) all of the above

A1: d)

Feedback: Studies have linked breakfast with improved concentration and mental performance in school and on the job. Research has also found that students who ate breakfast improved their physical performance and could better control their weight.

Q2: If you are on a diet and don't eat breakfast, you are more likely to _____.

a) lose weight faster
b) gain more muscle mass
c) feel tired, drained, and ravenously hungry
d) eat healthier foods

A2: c)

Feedback: When you don't eat breakfast, by mid-morning your energy stores are exhausted. You feel tired, drained, and ravenously hungry. As a result, you tend to overeat or eat foods that are not healthy.

Q3: True or False: Eating a good breakfast can affect how you feel, resulting in a more positive attitude.

A3: True

Feedback: A study by researchers at Harvard Medical and Boston Medical Center showed that students who eat a good breakfast are less likely to suffer from depression, irritability, and anxiety. They generally feel more upbeat, concentrate better, and are more at ease socially.

Q4: Your _____ has no way to store energy and won't function at its best if you don't replenish its energy supplies in the morning.

a) brain
b) heart
c) liver
d) blood

A4: a)

Feedback: Your brain runs on the glucose circulating in your blood. It has no way to store energy and won't function at its best if you don't replenish its energy supplies in the morning.

Q5: What is the major energy source for most of the cells in your body?

a) Fat
b) Glucose
c) Protein
d) Breakfast

A5: b)

Feedback: When you eat a meal, your digestive system converts much of the food you eat into glucose and releases it into the blood. This blood glucose is the major energy source for most cells in your body.

Q6: What happens to your metabolism if you skip breakfast?

a) It slows down.
b) It speeds up.
c) It stays the same.
d) All of the above.

A6: a)
Feedback: When you skip breakfast your metabolism slows down to preserve what little fuel you have left for as long as possible.

Q7: Name three of the six nutrients a body needs to stay healthy.
A7: Protein, carbohydrates, fat, fiber, water, vitamins, and minerals
Feedback: Our bodies need six different nutrients to stay healthy: proteins, carbohydrates, fat, vitamins, minerals, and water. Having an adequate supply of these throughout the day ensures that your body will operate at peak efficiency.

Q8: True or False: Simple carbohydrates, or sugars, can give you a quick jolt of energy.
A8: True
Feedback: Most simple carbohydrates (or sugars) are quickly digested, and their high sugar content is immediately released into the blood stream, giving you a quick jolt of energy.

Q9: Easy-to-follow guidelines for eating a balanced diet can be found using the _____.
A9: food guide pyramid
Feedback: The food guide pyramid is a graphic arrangement of the food groups we need to eat to stay healthy.

Q10: Which of the following is a suggested way to improve your breakfast eating habits?

a) Eat breakfast the night before.
b) Don't eat anything until you are hungry.
c) Eat breakfast on certain days of the week.
d) Make breakfast the night before and take it with you to eat later.

A10: d)
Feedback: If you don't have time to eat breakfast in the morning, try making something the night before (such as a peanut butter sandwich on whole grain bread), so that you can take it with you in the morning.

ADDITIONAL RESOURCES

The New Food Guide Pyramid
www.mypyramid.gov

Center for Science in the Public Interest
www.cspinet.org

Fast Food Nutrition Facts Calculator
http://pediatrics.about.com/cs/fastfood/l/bl_restaurants.htm

Smart Snacking
http://kidshealth.org/teen/food_fitness/nutrition/healthy_snacks.html

Your Secrets to Healthy Snacking
http://kidshealth.org/teen/food_fitness/nutrition/snacking.html

New Food Labels explained
www.4girls.gov/nutrition/food_labels.htm

Nutrition Dictionary
www.foodfit.com/misc/encyclopedia.html

Nutrition Games and Activities to Test Knowledge
www.kidshealth.org/kid/closet/games/mission_nutrition.html

Index to Nutrition Information Web Sites
www.google.com/Top/Kids_and_Teens/Health/Nutrition

Smart Nutrition Starts Here
www.nutrition.gov

International Food Information Council
www.kidsource.com/kidsource/content3/ific/ific.teen.trends.html#contents

American Dietetic Association
www.eatright.org

American Obesity Association Fact Sheet
www.obesity.org/subs/fastfacts/obesity_youth.shtml

Additional Resources at www.filmsmediagroup.com

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

What's for Dinner?

- **VHS/DVD-R**
- **Preview clip online at www.films.com (search on 35821)**
- **Correlates to the National Health Education Standards and the National Standards for Family and Consumer Sciences Education.**
- **Viewable/printable teacher's guide online (search on 35821)**
- **Item # 35821**

Dinner used to be a time to sit down to a wholesome, home-cooked meal—a rarity today! This video shows how a nutritious dinner can improve physical and mental performance and help control weight. After pointing out some alarming health trends, the program shows why it's important to not skip meals, and explains how to increase consumption of high-fiber, high-protein, low-fat, low-cholesterol foods through a range of strategies—including better communication with adults, smart snacking, nutrition-label awareness, and helpful guidelines found at www.mypyramid.gov. Tips on ways to squeeze a nutritious dinner into a super-busy lifestyle are also featured. Recommended for middle and high school. A Meridian Production. (21 minutes) © 2006.

The Carb Controversy: What Are the Facts?

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

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

Let's Do Lunch!

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

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

Junk Food Wars

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

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

My Pyramid, The New Food Pyramid

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

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

The New Food Pyramid (VHS or DVD-R)

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

MyPyramid Poster

Use this laminated MyPyramid poster to show learners the new way to look at healthy eating and activity. The front explains what the MyPyramid symbol means and sets general guidelines for how much to eat from each food group. And because MyPyramid is part of a system that emphasizes an individualized approach to improving diet and lifestyle, there's

also a letter-size reproducible chart on the back that allows students to customize those guidelines based on their gender, age, and activity level. © 2005.

MyPyramid Educator's PowerPoint®

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

Nutrition for Teens

- **VHS**
- **Item # 32580**

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

Savor the Spectrum! Poster Set

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

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

Nutrients: Their Interactions

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

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

Fat Like Me: How to Win the Weight War

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

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

The ABCs of Vitamins

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

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

Diet and Disease in Modern Society

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

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

The series
Eating Right,
Day and Night
includes:

- **Breakfast: Most Important Meal of the Day**
- **Let's Do Lunch**
- **Snack Attack!**
- **What's for Dinner?**

For information on other programs visit our website at

www.meridianeducation.com

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