

**Eating Right,  
Day and Night**



## **SNACK ATTACK!**

## **Teacher's Guide**

## INTRODUCTION

---

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

## PROGRAM DESCRIPTION

---

In *Snack Attack!* viewers will learn about the importance of nutritious snacks for mental and physical performance and long-term health. They will learn how to determine what a healthy diet is and the consequences of eating a diet high in fat, sugar, and calories. Finally, they will learn some healthy snacking choices and how to fit them into their busy lifestyles.

## LEARNING OBJECTIVES

---

After viewing the program, students will be able to:

- Comprehend nutritional concepts related to health promotion and disease prevention.
- Recognize the influence of family, peers, culture, technology, and other factors on snack food choices.
- Read and understand the information on snack food labels.
- Demonstrate the ability to use interpersonal communication skills to enhance their health and avoid or reduce health risks.
- Demonstrate the ability to make nutritious snack food choices.
- Use goal-setting skills to improve their diet and eating patterns and enhance health.
- Practice health-enhancing behaviors and avoid or reduce risks.

## NATIONAL STANDARDS

---

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

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

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

## ENGLISH LANGUAGE ARTS STANDARDS

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

### Writing

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

### Reading

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

### Listening & Speaking

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

### Viewing

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

### Media

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

*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.

### Basic Operations and Concepts

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

### **Social, Ethical, and Human Issues**

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

### **Technology Productivity Tools**

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

### **Technology Communication Tools**

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

### **Technology Research Tools**

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

### **Technology Problem-Solving and Decision Making Tools**

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

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

## **PROGRAM OVERVIEW**

---

We're surrounded by sugary, salty, high-fat snack foods. Because we lead such busy lives, these convenient and tasty sources of instant energy are easy to grab when we're hungry and tired. But are all those high-calorie foods good for us? *Snack Attack!* examines the eating patterns of teens and adults and makes the connection between what we eat, when we eat, and long-term health effects.

Two dietitians and an assistant athletic director from a major university talk about the connection between eating nutritious meals and snacks and mental and physical performance. An example of a high school that only offers healthy food choices at lunch, in vending machines, and at concessions at school-sponsored events is presented.

Viewers learn about junk food, trans fat, how to read food labels, MyPyramid, and how to fit healthy snacks into their busy lifestyles. Teens share their suggestions for healthy snacks that are quick and easy to prepare.



## MAIN TOPICS

---

### Topic 1: Snack Attack

The program's first segment presents the connection between junk food and other processed snack foods and the current epidemic of obesity and type 2 diabetes. It explains the physiological processes involved in eating sugary foods, and shows how nutritious snacks can improve mental and physical performance and help control weight.

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

The next segment introduces MyPyramid and its six food groups as a resource for helping plan a healthy diet and exercise program. The six food groups are examined. Viewers learn about different types of dietary fat, including cholesterol and its impact on health.

### Topic 3: Read the Label

Viewers are introduced to the parts of a food label and shown how to use this information to determine if the food contains undesirable elements. The importance of portion size is discussed. An example of a high school that only offers healthy food choices is presented as an inspiration for viewers to advocate for healthy choices in their own schools.

### Topic 4: Healthy Snacking Strategies

This section of the program examines some typical excuses for not eating healthy snacks, and offers practical strategies for overcoming each objection. Teens provide suggestions for snack foods that are quick and easy to prepare.

## FAST FACTS

---

- Healthy snacks between meals provide the energy needed to keep the mind and body fueled and ready to operate at their best.
- Junk food is food that is high in fat and sugar and that has little or no nutritional value.
- There are six food groups: Grains (including breads, pasta, and rice), Vegetables, Fruits, Milk (including yogurt and cheese), Meat and Beans (including fish, eggs, peas, nuts, and seeds), and Oils. For proper nutrition, it is important that teens eat the recommended servings from each group every day.
- Low-density lipoprotein, or LDL cholesterol, clogs arteries and can lead to heart disease and other health problems. High-density lipoprotein, or HDL cholesterol, actually helps protect against heart disease.
- There are three basic types of dietary fat: saturated, polyunsaturated, and monounsaturated. Saturated fat, found mostly in animal products, stimulates production of cholesterol. The polyunsaturated and monounsaturated oils derived from plant sources do not.
- Trans fat, a substance made in a chemical lab, is often added to processed food products to make them creamier and tastier, and to increase their shelf life. Trans fat (aka trans fatty acids) increases the "bad" LDL cholesterol in your blood and decreases the "good" HDL cholesterol.
- Research shows that obesity is related to many long and short-term health problems. Most recently, obesity has been shown to be associated with the onset of type 2 diabetes.

- Obesity in America has tripled since the 1970s. Today, 30% of young people are overweight or at risk for being overweight. One of the reasons for the epidemic in obesity appears to be our increasing appetite for sugary and high-fat snack foods.
- To feel good and perform well physically and mentally, teens should keep their blood sugar level consistent throughout the day. One way to do that is to eat healthy snacks between meals.
- People no longer know what a normal portion size is because of the overly large “value” portions served in restaurants. Learning what a normal portion size is and eating normal portions will help control weight.
- MyPyramid.gov is an interactive, Web-based tool that allows users to find out what they need to do to eat healthier and get enough exercise. It calculates how many servings from each food group you should eat each day, based on your age, sex, and amount of daily physical activity.
- By reading labels on food packages, teens can tell if a food is good for them or not. Consumption of foods high in fat, salt, or sugar, should be limited.
- The “Nutrition Facts” on a label gives portion size and the number of servings in the package or container. All nutritional information found in this part of the label pertains to a single serving, which is not necessarily the contents of the package

## VOCABULARY TERMS

---

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

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

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

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

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

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

**MyPyramid:** An interactive Web-based tool found at [www.mypyramid.gov](http://www.mypyramid.gov) that can help users plan a healthier diet and exercise program.

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

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

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

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

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

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

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

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

## **PRE-PROGRAM DISCUSSION QUESTIONS**

---

1. What snack foods do you eat on a regular basis? Do you think they are good for you? Why or why not?
2. When and how often do you snack during the day? What do you eat when you do? Is this a good way to eat? Explain.
3. What snack foods do you think are healthy? Why? What snack foods are not? Why not? Why do people eat foods they know are not good for them?
4. What are some of your least favorite snack foods?
5. In what ways can eating nutritious snack foods help you in the short run? What long-term health effects can they have?
6. When you hear of people having a heart attack or a stroke, what do you think causes it? Is there anything they could have done to prevent it? If so, what? Is there anything you can do to try to avoid having this kind of health problem when you get older?
7. What do you think has caused the recent upward trends in obesity and type 2 diabetes? How can being overweight be problematic for our health?

## POST-PROGRAM DISCUSSION QUESTIONS

---

1. Name three things you learned from viewing the program that you didn't know before. How will knowing these things impact what snack foods you eat?
2. Why is limiting your intake of saturated fat important? What about polyunsaturated and monounsaturated fats? Is it important to limit them as well? Explain your answer.
3. What can we learn from reading food labels? In what ways can that information help us improve our diets and control our weight?
4. In the program, there were a number of excuses given for not eating healthy snacks. There were also several strategies to counter these objections. What other reasons for not eating healthy snacks can you think of, and what healthy snacking solutions can you come up with to counter them?
5. There are several reasons given for the recent increase in obesity in the American population. From your own experience, what factors can you think of that may contribute to the increasing trend for teens to be overweight?
6. The program mentions making small changes in daily eating patterns in order to work toward a healthier diet. What are some small things *you* could do to start improving your diet and snacking choices?

## GROUP ACTIVITIES

---

### Now We're Cooking!

Divide students into groups and have them find five recipes for healthy snacks that they would enjoy eating and that are quick and easy to prepare. Suggest that they find a recipe that uses foods from each of the five major food groups.

When all the groups have found their recipes, plan a date for a class potluck. Each group should prepare enough of their five snacks for all members of the class to taste. Have class member rate each snack from 1 ("I wouldn't make or eat this") to 5 ("I love this snack!"). Tally the results and announce the top five snack choices. Recipes can then be printed or emailed to class members who want them, or bound together in a class recipe book.

### Eating Healthy at My School

Divide the class into three groups. Have each group examine the food and beverage choices available at one of the following locations:

- School cafeteria for lunch and/or breakfast
- Vending machines
- Concessions at school-sponsored events, like sports competitions.

Have each group list the foods and beverages offered, assess the healthiness of that food (e.g. high in fat, sugar, saturated fat; low in fiber, nutrients), and give suggestions for better choices. Groups should report their findings to the class and allow class members to make comments and suggestions. Then, have each group summarize their recommendations for each school-sponsored food venue, and draft a letter to the principal and the school board with their observations and suggestions for the availability of healthier choices.



## Healthy Dining Out

Divide the class into groups. Have each group make a visit to their favorite snack food source outside of school. This could be a fast-food restaurant, a pizzeria, a convenience store, vending machines outside of school, a deli, or a cafe. Have each group list five of their favorite snack choices from that location and five that they believe would be healthier choices.

Then have students assess the nutritional value of each of the ten items. Nutritional information for fast-food restaurants, pizza restaurant chains, and many packaged foods can be found online. After taking a look at calories, sugar, salt, and fat content, vitamins, minerals, and other nutritional information, have students rank each of the ten foods based on its nutritional content from 1 (healthiest) to 10 (least healthy). How do their favorite foods rank? What about their healthier alternative choices? Have students report their findings to the class along with suggestions on how to make healthier choices at their favorite snack food source.

## INDIVIDUAL STUDENT PROJECTS

---

### My Food Journal

Ask students to keep a written journal of their food intake for one week. They should list everything they consume, as well as the time of day they consume it and the amount consumed. When the journal is complete, students should review their journal and look for unhealthy (or less than healthy) eating patterns, food choices, and exercise routines (or lack thereof). Then, have them suggest ways in which they can introduce changes to enhance healthier behavior. Have them program these changes into a four-week plan to improve their lifestyle and eating habits.

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

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

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

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

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

### **Healthy or Unhealthy? That Is the Question.**

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

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

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

### **Shop Healthy, Eat Healthy**

Healthy snacks begin with healthy ingredients. And it's a good idea to have the snacks already prepared and ready to eat when you're hungry, so you're not tempted to just grab a candy bar instead. Have students make a list of healthy snacks they enjoy eating. Then have them make up a weekly grocery list of the ingredients they need to make their own nutritious snacks—and schedule some time to prepare the snacks in advance.

## **INTERNET ACTIVITIES**

---

### **Around the World with Healthy Snacks**

Ethnic foods can provide taste variety in healthy snacks. Divide the class into 2- or 3-person groups. Assign each group a country, cultural region, or ethnic group. Have each group go online and find three recipes for healthy snacks from that cultural tradition. Recipes should use ingredients that are readily available in a typical grocery store, and easy to prepare. If an ingredient is not easy to find, students should research alternative ingredients that can be substituted.

Students may use recipes for main dishes and adapt them for snacking, for example, by using leftovers in smaller portion sizes, serving them cold instead of hot, or on a pita bread or tortilla. Portability whenever possible is a desired characteristic, so that they can be brought to school or activities when a healthy snack is desired.

When groups have found their recipes, they should try them out at home and make any necessary adjustments for taste, portability, etc. They should then write up their recipes and present them to the class. If possible, samples should be provided to the class. After all groups have presented their recipes and samples, have the class vote on the ones they like best for (1) taste, (2) ease of preparation and obtaining ingredients, and (3) portability.

Suggested culinary traditions:

#### The United States

- New England (Maine, Connecticut, Rhode Island, New Hampshire, Vermont, Massachusetts)
- Deep South (North and South Carolina, Georgia, Northern Florida, Alabama, Mississippi, Louisiana, Arkansas, Tennessee, Kentucky)

- South Florida (Cuban, other Hispanic traditions)
- Tex-Mex (Texas)
- Creole
- The Midwest/Heartland (West Virginia, Ohio, Indiana, Missouri, Illinois, Iowa, Wisconsin, Michigan, Minnesota, North and South Dakota, Nebraska, Kansas, Oklahoma)
- Desert Southwest (New Mexico, Arizona, Nevada)
- West Coast (Southern California, Northern California, Oregon, and Washington)
- Western United States (Montana, Wyoming, Idaho, Colorado, Utah)
- Middle Atlantic States (New York, New Jersey, Pennsylvania, Maryland, Virginia, Delaware)

#### The Rest of the World

- Middle East, Greece, North Africa
- Asia (e.g., Hunan, Szechwan, northern Chinese, Korean, Japanese, southeast Asian, northern Indian, southern Indian)
- Europe (e.g., French, German, Scandinavian, Italian, Spanish, etc.)
- Hispanic traditions (Mexican, other Central American, South American)
- Caribbean (Puerto Rican, Cuban, other Caribbean)

#### **My Favorite Snacks**

Ask students to list their favorite snack foods and the amount of these foods they consume each day during a week. Have them go online and determine the snacks' nutritional content (fat, saturated fat, sugar, salt, trans fat, and calories) and recommended serving size. How do their favorite snacks fit into their overall diet and calories? Are they contributing to their nutritional needs? Students should write up their observations and share them with the class.

#### **Eat This, Not That!**

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

## ASSESSMENT QUESTIONS

---

- Q1: According to one of the experts in the program, which of the following are associated with being overweight? Indicate all that apply.
- a) Type 2 diabetes
  - b) Low self-esteem
  - c) Heart disease
  - d) Migraine headaches
  - e) Joint problems
  - f) Asthma
- Q2: True or False: Candy, cookies, soft drinks, and other sugary foods give you a quick energy rush that doesn't last.
- Q3: Which of the following foods would be considered junk food? Indicate as many as apply.
- a) ice cream
  - b) homemade apple pie
  - c) baked potato
  - d) prepackaged cupcakes
  - e) soft drinks
  - f) jelly beans
  - g) mini carrots
  - h) frozen yogurt
  - i) chocolate skim milk
  - j) fruit smoothie
  - k) cheese and crackers
  - l) popcorn
- Q4: Why is fiber important to your diet?
- Q5: Healthy snacks between meals can help improve your \_\_\_\_\_ and \_\_\_\_\_ performance.
- Q6: \_\_\_\_\_ bread contains more fiber and nutrients than white bread.
- Q7: There are six food groups in My Pyramid. Name the six groups and give an example of a healthy snack from each food group.
- Q8: \_\_\_\_\_ or \_\_\_\_\_ is often referred to as the "bad" cholesterol.
- Q9: Name three changes you could make to your snacking pattern that would increase your intake of healthy foods.
- Q10: In the "Ingredients" section of a food label, you might find hydrogenated or partially hydrogenated vegetable oil. What does this tell you about the food, and why is this of concern?

## ASSESSMENT QUESTIONS ANSWER KEY

**Q1: According to one of the experts in the program, which of the following are associated with being overweight? Indicate all that apply.**

- a) Type 2 diabetes
- b) Low self-esteem
- c) Heart disease
- d) Migraine headaches
- e) Joint problems
- f) Asthma

**A1:** a, b, c, e

**Notes:** Type 2 diabetes, low self-esteem, heart disease, and joint problems are all associated with being overweight; also associated are stroke, respiratory problems, and a host of other conditions. Thus far, there is no research linking migraine headaches or asthma with being overweight.

**Q2: True or False: Candy, cookies, soft drinks, and other sugary foods give you a quick energy rush that doesn't last.**

**A2:** True

**Notes:** Sugary foods are immediately converted to glucose, not fructose, and dumped into the bloodstream. This gives an instant energy rush that doesn't last. Because these foods are high in sugar and can also be high in fat, they are also relatively high in calories, but have little nutritional value. These junk foods are not the best choices for snacks.

**Q3: Which of the following foods would be considered junk food? Indicate as many as apply.**

- a) ice cream
- b) homemade apple pie
- c) baked potato
- d) prepackaged cupcakes
- e) soft drinks
- f) jelly beans
- g) mini carrots
- h) frozen yogurt
- i) chocolate skim milk
- j) fruit smoothie
- k) cheese and crackers
- l) popcorn

**A3:** d, e, f

**Notes:** Junk foods are those that are high in fat, sugar, salt, and calories, and that have little or no nutritional value for the calories consumed. The foods in the list above that best fit that description are packaged cupcakes, soft drinks, and jelly beans. The other foods, though they may be high in fat, sugar, or calories, do contain some nutritional value. For example, ice cream has calcium, Vitamin D, and other nutrients from the milk group; a piece of homemade apple pie has apples from the fruit group; chocolate skim milk and frozen yogurt may have more sugar than their unsweetened counterparts, but they still have the nutrients of milk.

**Q4: Why is fiber important to your diet?**

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

**Q5: Healthy snacks between meals can help improve your \_\_\_\_\_ and \_\_\_\_\_ performance.**

**A5:** physical; mental

**Notes:** Eating healthy snacks between meals and in the evening before bed helps keep your blood glucose level more consistent. Glucose is the primary energy source for the body's cells. If your glucose level is low, your cells run out of energy, and your muscle and brain cells don't work as effectively.



**Q6:** \_\_\_\_\_ bread contains more fiber and nutrients than white bread.

**A6:** Whole wheat (or, whole grain)

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

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

**A7:** Grains: whole grain crackers, pita bread, puffed rice cakes

Vegetables: mini carrots, celery sticks, bell pepper strips

Fruits: fruit smoothies (fresh fruit, yogurt, milk, and ice), applesauce, raisins

Meat and Beans: hummus, nuts, soy nuts, hard-boiled egg

Milk: cheese, yogurt, cottage cheese

Oils: Italian bread dipped in olive oil and spices

**Notes:** Many snacks will fall into more than one food category, for example, cheese and whole wheat crackers, or fruit smoothies. Although the consumption of some oils is important, they are high in calories, so the amount you eat must be limited to balance your overall caloric intake.

**Q8:** \_\_\_\_\_ or \_\_\_\_\_ is often referred to as the "bad" cholesterol.

**A8:** Low-density lipoprotein; LDL

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

**Q9:** Name three changes you could make to your snacking pattern that would increase your intake of healthy foods.

**A9:** Various answers. Examples: change from fried to baked potato chips; exchange soft drinks for milk or water; have vegetables and low-fat dip instead of chips; add a serving of fruit; replace candy with fruit or vegetables; order veggie instead of pepperoni pizza.

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

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

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

## **ADDITIONAL RESOURCES**

---

### **The New Food Guide Pyramid**

[www.mypyramid.gov](http://www.mypyramid.gov)

### **Center for Science in the Public Interest**

[www.cspinet.org](http://www.cspinet.org)

### **Fast Food Nutrition Facts Calculator**

[http://pediatrics.about.com/cs/fastfood/l/bl\\_restaurants.htm](http://pediatrics.about.com/cs/fastfood/l/bl_restaurants.htm)

### **Smart Snacking**

[http://kidshealth.org/teen/food\\_fitness/nutrition/healthy\\_snacks.html](http://kidshealth.org/teen/food_fitness/nutrition/healthy_snacks.html)

### **Your Secrets to Healthy Snacking**

[http://kidshealth.org/teen/food\\_fitness/nutrition/snacking.html](http://kidshealth.org/teen/food_fitness/nutrition/snacking.html)

### **New Food Labels explained**

[www.4girls.gov/nutrition/food\\_labels.htm](http://www.4girls.gov/nutrition/food_labels.htm)

### **Nutrition Dictionary**

[www.foodfit.com/misc/encyclopedia.html](http://www.foodfit.com/misc/encyclopedia.html)

### **Nutrition Games and Activities to Test Knowledge**

[www.kidshealth.org/kid/closet/games/mission\\_nutrition.html](http://www.kidshealth.org/kid/closet/games/mission_nutrition.html)

### **Index to Nutrition Information Web Sites**

[www.google.com/Top/Kids\\_and\\_Teens/Health/Nutrition](http://www.google.com/Top/Kids_and_Teens/Health/Nutrition)

### **Smart Nutrition Starts Here**

[www.nutrition.gov](http://www.nutrition.gov)

### **International Food Information Council**

[www.kidsource.com/kidsource/content3/ific/ific.teen.trends.html#contents](http://www.kidsource.com/kidsource/content3/ific/ific.teen.trends.html#contents)

### **American Dietetic Association**

[www.eatright.org](http://www.eatright.org)

### **American Obesity Association Fact Sheet**

[www.obesity.org/subs/fastfacts/obesity\\_youth.shtml](http://www.obesity.org/subs/fastfacts/obesity_youth.shtml)

## **Additional Resources at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)**

*Available from Films Media Group • [www.filmsmediagroup.com](http://www.filmsmediagroup.com) • 1-800-257-5126*

### **What's for Dinner?**

- VHS/DVD-R
- Preview clip online at [www.films.com](http://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](http://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.

### **Breakfast: Most Important Meal of the Day**

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

Greater physical stamina, better concentration at school or work, a more efficient metabolism—the evidence is overwhelming that a healthy breakfast is the key to a productive day. Yet it's the meal most likely to be skipped by children, teenagers, and adults alike. This video brings home the importance of the day's first meal by exploring the numerous mental and physical benefits of a nutritious breakfast. Viewers will understand the relationship between

eating and metabolism, specifically between breakfast and blood-sugar levels. The kinds of foods that best fuel the body in the morning are also listed. A Meridian Production. (20 minutes) © 2003.

### **Let's Do Lunch!**

- VHS/DVD-R/Digital On-Demand
- Preview clip online at [www.films.com](http://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](http://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](http://www.meridianeducation.com)**

2572 Brunswick Pike, Lawrenceville, NJ 08648

**Toll Free: 1 800/727-5507**

**Fax: 1 888/340-5507**

