



**Eating Right,  
Day and Night**

# **LET'S DO LUNCH**

**Teacher's  
Guide**

## **INTRODUCTION**

---

This Teacher's Guide provides information to help you get the most out of *Let's Do Lunch*. The contents in 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 next to breakfast, lunch is the most important meal of the day. Yet, too many people find it easy to skip lunch. Even if you ate a big breakfast or plan to have a big dinner, skipping lunch is no way to treat your body. This program explains the mental and physical benefits of eating a nutritious lunch, and it offers suggestions on how to make lunch fast, easy, and healthy. The relationship between blood-sugar levels and metabolism is discussed.

## **LEARNING OBJECTIVES**

---

After viewing the program, students will be able to:

- Identify the reasons why it's important to eat a nutritious lunch.
- List the vitamins and nutrients essential to a balanced diet.
- Identify foods that make up a healthy lunch.
- Explain the relationship between eating, nutrition, and metabolism.
- Describe how poor eating habits contribute to serious health risks, such as diabetes, heart disease, and high cholesterol.

## **NATIONAL STANDARDS**

---

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

- 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.
- Evaluate factors that affect food safety, from production through consumption.
- 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.
- Demonstrate the ability to access valid health information and health-promoting products and services.

- 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, the Association for the Advancement of Health Education, or the American Cancer Society. Reprinted with permission.*

*The National Standards for Family and Consumer Science Education 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 following English Language Arts from the National Council of Teachers of English.

- 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.
- Use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts.

*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 Educational Technology Standards for Students from the International Society for Technology in Education and the NETS Project.

- Students are proficient in the use of technology.
- Students practice responsible use of technology systems, information, and software.
- Students understand the ethical, cultural, and societal issues related to technology.
- Students use technology tools to process data and report results.
- Students use technology to locate, evaluate, and collect information from a variety of sources.

*The National Educational Technology Standards reprinted with permission.*

## **PROGRAM OVERVIEW**

---

*Let's Do Lunch* emphasizes the importance of eating a healthy lunch. The program discusses how proper nutrition throughout the day is vital for continued physical and mental wellbeing, and explains which foods contribute to good health. The mental and physical benefits of eating a nutritious lunch are discussed, as is the relationship between eating and metabolism; eating or not eating, and its effect on weight control; and the types of foods that make up a healthy lunch. While not a cooking program, *Let's Do Lunch* offers suggestions for healthy mid-day meals that will keep kids energized into the evening, as well as providing information on balanced nutrition. Chef Dan Tobias-Kotyk, the resident chef for Kids' Café, and an ensemble cast show quick, easy, healthful foods that teens can pack for lunch and snacks. Interviews with nutrition, sports performance, and health experts underscore the key messages.

## MAIN TOPICS

---

### Topic 1: Why Should We Eat Lunch?

The program begins with a powerful message about the importance of eating lunch. Eating lunch provides the body with energy which is essential in physical and mental performance, and in controlling weight.

### Topic 2: What People Eat

Although junk food and fast food are convenient and quite tasty, they do not provide the body with essential vitamins and nutrients. Poor eating habits can lead to diabetes and high cholesterol. Definitions of the different kinds of fat and cholesterol provide viewers with a clear understanding of how these substances affect the body.

### Topic 3: Nutrients

There are six nutrients essential for good health—carbohydrates, proteins, fats, vitamins and minerals, fiber, and water. This section reviews each of these nutrients and explains how each one helps to keep a body healthy.

### Topic 4: Making Lunch Exciting

A healthy lunch doesn't have to be difficult to prepare or boring to eat. Chef Dan works with young adults to create healthy, fun lunches that can be easily prepared the night before.

### Topic 5: The Food Pyramid

The program concludes with instructions on how to use the Food Guide Pyramid to balance food selections for lunch and every meal.

## FAST FACTS

---

- The number of overweight teens in the United States has nearly tripled in the last two decades.
- Sustained mental work like taking a test or concentrating on learning something new in class requires a supply of energy to the brain.
- Eating regular, healthy meals and snacks helps control weight, not increase it.
- Skipping meals lowers your metabolism.
- In the last ten years, the number of people diagnosed with diabetes has increased more than 60%; this number is expected to more than double by 2050.
- Up to 95% of diagnosed diabetes is type 2, also called "adult onset diabetes" because it most often appears after age 40.
- Type 2 diabetes is directly linked to obesity and physical inactivity.
- Diabetes can cause heart disease, blindness, stroke, kidney failure, and amputation of the toe, foot, and leg.
- Low density lipoprotein (LDL) cholesterol can lead to blocked arteries and heart disease.

- High density lipoprotein (HDL) cholesterol helps keep arteries clean.
- Trans-fat is created when liquid cooking oils are converted to solid fats like shortening.
- Monounsaturated and polyunsaturated fats can actually help reduce your LDL cholesterol.
- Monounsaturated and polyunsaturated fats are found in plant oils such as olive, canola, flaxseed, safflower, sunflower, and corn, and in fatty fish such as salmon and tuna.
- Insulin is produced by the body to clear sugar out of the blood.
- According to a study by Harvard Medical School, high school girls who regularly consumed soft drinks were three to five times more likely to suffer broken bones than those who avoided soft drinks.
- 50-60% of bone calcium is laid down during the teenage years.
- Bodies need six different nutrients to stay healthy: carbohydrates, proteins, fats, vitamins and minerals, fiber, and water.
- Fiber is the non-digestible part of plant foods that we eat.
- Water is involved in every body process and function including digestion, respiration, circulation, metabolism, and the elimination of waste.

## VOCABULARY TERMS

---

**antioxidants:** A substance, such as vitamin E, vitamin C, or beta carotene, thought to slow the aging process and to protect against cancer, heart disease, cataracts, and other degenerative diseases; antioxidants prevent the spoilage of oils and processed foods.

**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.

**complex carbohydrates:** Starches that provide bodies a sustainable energy source by changing to glucose and entering the blood stream slowly over a long period of time.

**fiber:** Coarse plant matter which helps prevent constipation and which may reduce the risk of colon cancer.

**HDL:** High density lipoprotein; the "good" cholesterol which keeps arteries clean.

**LDL:** Low density lipoprotein; the "bad" cholesterol which leads to blocked arteries and heart disease.

**minerals:** Elements such as calcium, iron, potassium, sodium, or zinc that help to build strong bones and teeth, and which work with vitamins and enzymes to carry out metabolic processes, maintain the proper balance of body fluids and chemicals, and promote the proper function of most body systems.

**Recommended Dietary Allowance (RDA):** The intake of nutrients that meets the nutrient need of almost all individuals in a specific age-gender group.

**trans-fat:** The kind of fat that is created when liquid cooking oils are converted to solid fats such as shortening; trans-fat is converted to LDL cholesterol.

**type 2 diabetes:** The type of diabetes that results from the pancreas not making enough insulin to control sugar levels or not properly using the insulin it does make. Type 2 diabetes can sometimes be managed with exercise and a proper diet. Ninety percent of all people with diabetes have type 2.

**vitamins:** Substances essential to the body's growth, activity, ability to conserve energy, and many other metabolic functions; vitamins cure or prevent deficiency diseases such as scurvy and rickets.

## **PRE-PROGRAM DISCUSSION QUESTIONS**

---

1. What are some excuses people give for skipping lunch?
2. Which foods are the most filling and the best-tasting for lunch? How nutritious are they?
3. What is your favorite meal of the day? Why?
4. How does your schedule affect what you eat for lunch, and whether or not you eat lunch?
5. How do you keep track of the amount of fat, calories, cholesterol, vitamins, nutrients, and water you consume during the day?

## **POST-PROGRAM DISCUSSION QUESTIONS**

---

1. How does your body react when you skip lunch? When you eat lunch?
2. Which do you think is better for you—skipping lunch, or eating a meal that is unhealthy? Justify your answer with information you learned from the program.
3. What advice would you give a friend who said s/he was skipping lunch because they were trying to lose weight? Explain why lunch is important.
4. Why would someone suddenly feel famished around 3:00 pm and crave a candy bar?
5. What health risks are associated with poor exercise and eating habits? Why do you think there has been an increase in these illnesses in recent years?

## GROUP ACTIVITIES

---

### Lunch Date

Get your students into the habit of not only eating lunch, but eating a nutritious lunch. Divide the class into groups of four, and have each group make plans for lunch in the cafeteria. Students should discuss menu options with each other to help make nutritious selections. If your school does not have a cafeteria, then each student in the group can bring a nutritious food item to share with the other members. Continue these group lunches for one week, but have students make lunch plans with a different group each day of the week. Their social calendars will be full for the week and all of the students will have eaten five healthy lunches. The following week have a class discussion about the types of foods students ate, and whether their eating habits affected how they felt in the afternoon.

### Chef Dan's Footsteps

Follow in the footsteps of Chef Dan and his students—come up with fast and easy pack-able lunches. Divide the class into small groups. Have each group create their own unique, yet healthy lunch that can be easily prepared, stored, and transported. Foods used for the meals should not have to be refrigerated.

## INDIVIDUAL STUDENT PROJECTS

---

### What's Eating Them?

Send students to the cafeteria on a secret mission to observe the eating habits of their fellow schoolmates. Each student should observe at least ten students. Have them keep track of the food choices these students make on a daily basis. Are they eating a well-balanced lunch? How many of them skip lunch? Have each student come up with a lunch campaign to encourage students to eat healthy lunches every day. They can make posters, write a jingle, or create an ad to get their messages across. Display the ads and posters around the school or in the cafeteria to educate others about the benefits of eating a healthy lunch.

### Cafeteria Report Card

Have students evaluate the lunch program at your school. They should keep track of the types of foods and beverages offered at lunchtime for one week. They should consider the nutritional value of each item and rate the food using the following grading scale:

**A** = healthy all the way

**B** = low-fat version of a high-fat food

**C** = best option compared to everything else being offered

**D** = artery-clogging; health risk

**F** = nothing good about it

## INTERNET ACTIVITIES

---

### In or Out of the Zone?

Research different fad diets using the Internet. Make a list of which foods are and are not allowed for each diet. Assign a different diet to different groups of students. Have each group of students determine whether or not the diet is nutritionally sound.

## ASSESSMENT QUESTIONS

---

Q1: Poor eating and exercise habits have led to an increase in which of the following health problems?

- a) Type 2 diabetes
- b) Osteoporosis
- c) Heart disease
- d) Being overweight
- e) All of the above

Q2: Feeding your body at lunch time can be compared to:

- a) fueling a car for a long trip
- b) changing a flat tire
- c) getting a car washed
- d) replacing the oil filter

Q3: Skipping lunch causes a person's blood sugar level to \_\_\_\_\_.

Q4: How does eating a healthy lunch help you to lose weight?

Q5: True or False: Teenagers don't have to worry about their eating habits now if they feel healthy.

Q6: All of the following are possible side effects of diabetes EXCEPT:

- a) heart disease
- b) blindness
- c) arm amputations
- d) leg amputations

Q7: \_\_\_\_\_ density lipoprotein can block arteries and lead to heart disease, while \_\_\_\_\_ density lipoprotein helps keep arteries clean.

- a) High, low
- b) Low, high
- c) Low, thick
- d) High, thick

Q8: Found in animal products, \_\_\_\_\_ can raise the level of both good and bad cholesterol.

- a) saturated fat
- b) Trans-fat
- c) monounsaturated fat
- d) polyunsaturated fat

Q9: What is the difference between saturated fat and trans-fat in the body?

Q10: True or False: Drinking carbonated soft drinks can lead to osteoporosis.

## ASSESSMENT QUESTIONS ANSWER KEY

---

**Q1: Poor eating and exercise habits have led to an increase in which of the following health problems?**

- a) Type 2 diabetes
- b) Osteoporosis
- c) Heart disease
- d) Being overweight
- e) All of the above

**A1:** e)

**Feedback:** Today, people are eating more than ever—more fat, more calories, and more processed foods—but people don't eat enough of the foods that are healthy. This has led to an increase in type 2 diabetes, osteoporosis, heart disease, and obesity.

**Q2: Feeding your body at lunch time can be compared to:**

- a) fueling a car for a long trip
- b) changing a flat tire
- c) getting a car washed
- d) replacing the oil filter

**A2:** a)

**Feedback:** Your body needs food for energy just like a car needs fuel in order to make it go. You wouldn't get very far on an all-day trip if you didn't stop and refuel your car. The same is true for your body.

**Q3: Skipping lunch causes a person's blood sugar level to \_\_\_\_\_.**

**A3:** drop

**Feedback:** Skipping lunch causes a reduction in blood sugar throughout the afternoon. If your blood sugar is low, you won't have as much energy to concentrate on other things, such as school-work.

**Q4: How does eating a healthy lunch help you to lose weight?**

**Answer/Feedback:** Eating a balanced lunch helps curb your appetite all afternoon and into the evening. When you don't eat lunch, by mid-afternoon your energy stores are exhausted. You may feel tired, drained, and ravenously hungry—increasing the risk of overeating and indulging in unhealthy foods.

**Q5: True or False: Teenagers don't have to worry about their eating habits now if they feel healthy.**

**A5:** False

**Feedback:** New evidence indicates that our country is at the beginning of a diabetes epidemic linked to our increasingly overweight population. In the last ten years the number of people diagnosed with diabetes has increased more than 60%, and this number is expected to double by 2050.

**Q6: All of the following are possible side effects of diabetes EXCEPT:**

- a) heart disease
- b) blindness
- c) arm amputations
- d) leg amputations

**A6:** c)

**Feedback:** Diabetes can cause heart disease, blindness, stroke, kidney failure, and amputations of the toe, foot, and leg.

**Q7:** \_\_\_\_\_ density lipoprotein can block arteries and lead to heart disease, while \_\_\_\_\_ density lipoprotein helps keep arteries clean.

- a) High, low                      b) Low, high  
c) Low, thick                      d) High, thick

**A7:** b)

**Feedback:** There are two kinds of cholesterol: LDL, or low density lipoprotein (called bad cholesterol), which can lead to blocked arteries and heart disease; and HDL, or high density lipoprotein (called good cholesterol), which helps keep our arteries clean.

**Q8:** Found in animal products, \_\_\_\_\_ can raise the level of both good and bad cholesterol.

- a) saturated fat                      b) Trans-fat  
c) monounsaturated fat              d) polyunsaturated fat

**A8:** a)

**Feedback:** Too much saturated fat can raise the level of both good (HDL) and bad (LDL) cholesterol, but it can still clog arteries and lead to heart disease.

**Q9: What is the difference between saturated fat and trans-fat in the body?**

**Answer/Feedback:** Saturated fat can help raise the levels of both good and bad cholesterol. Trans-fat adds artery-clogging LDL cholesterol to your system but it doesn't provide any good HDL cholesterol. Ultimately, however, both kinds of fats are unhealthy.

**Q10: True or False: Drinking carbonated soft drinks can lead to osteoporosis.**

**A:** True

**Feedback:** Carbonated soft drinks can erode bone strength and density, especially when soft drinks replace milk at mealtimes. Soft drinks contain sugar, carbonic acid, phosphoric acid, and caffeine. These four substances accelerate the rate at which calcium and other bone minerals are leached from the body.

## **ADDITIONAL RESOURCES**

---

### **Healthy School Lunch Campaign**

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

### **5 A Day the Color Way**

[www.5aday.com](http://www.5aday.com)

### **Center for Science in the Public Interest's Smart Mouth**

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

### **About Produce**

[www.aboutproduce.com](http://www.aboutproduce.com)

### **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)

### **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.

## 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®**

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 the overweight. 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**

