

**EXERCISE 1**

*DIRECTIONS: Read or review the scenario. Answer the questions. Circle the word or phrase that goes in the blank.*

1. Anna learned that \_\_\_\_\_ is balancing the number of calories the body gets with the number of calories the body uses.

physical activity      weight control      overeating

2 \_\_\_\_\_ is not healthy because eating only small amounts of food can't be continued over time.

Dieting      Exercise      Weight control

3. Changes in eating and \_\_\_\_\_ should be for a lifetime.

exercise      hunger      energy

4. Being \_\_\_\_\_ can lead to high blood pressure and high cholesterol.

diabetic      physically active      overweight

5. Anna can use \_\_\_\_\_ to choose healthy foods.

MyPyramid      physical activity level      low-fat recipes

6. Foods with less \_\_\_\_\_ can lower blood pressure and decrease the risk of heart disease.

vitamins                      minerals                      salt

7. The practice of telling a child to "clean your plate" can lead to \_\_\_\_\_.

nutrition                      fullness                      overeating

8. School lunch menus for teens provide foods that contain lots of \_\_\_\_\_ and \_\_\_\_\_ and are low in fat

vitamins, minerals                      calories, nutrients                      water, meat

9. \_\_\_\_\_, as well as food choices, affect body shape and characteristics.

food labels                      genetic traits                      aerobic exercise

10. The lean parts of the body often decrease with \_\_\_\_\_.

exercise                      gender                      age

**TEACHER DIRECTIONS for EXERCISE 1:**

For lower-level learners, complete the activity by first reading the relevant section of the scenario aloud or asking a good reader to read aloud. Read the sentence in the activity. Ask learners to look for the sentence within the section that tells the answer. Either read or ask someone to read that sentence. Reread the target sentence in the activity and the options. Ask a reader to choose the correct response. Reread the target sentence in the activity with the correct option.

More advanced learners may be able to read the entire scenario before completing the activity. They may be able to complete the activity independently.

After each sentence or after the activity is complete, ask learners to explain or give examples. For instance, after the first sentence "Anna learned that weight control is balancing what the body gets with what the body uses." the teacher could ask questions such as "How do you control your weight?" or "Which member of your family has most difficulty controlling weight? Why?"

More advanced learners can explain the other words or use them in verbal or written sentences.

**KEY**

1. weight control
2. dieting
3. exercise
4. overweight
5. MyPyramid
6. salt
7. overeating
8. vitamins, minerals
9. genetic traits
10. age

*This activity was developed through a USDA Team Nutrition Training Grant for the Louisiana State Department of Education Division of Nutrition Assistance by Rhonda H. Atkinson.*

**EXERCISE 2**

*DIRECTIONS: Think about what you learned about healthy weight control. Answer the following questions. When possible, use complete sentences.*

1. Why does Anna want to know about healthy weight control? \_\_\_\_\_

\_\_\_\_\_

2. Where does Anna go to get information? \_\_\_\_\_

\_\_\_\_\_

3. What is healthy weight control? Why is it important? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Find 3 words or phrases in the scenario that you think are most important to healthy weight control.

List the words or phrases:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

Write a sentence with each word or phrase.

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

5. Which good idea for weight control seems easiest for you to do? Why?

\_\_\_\_\_

\_\_\_\_\_

6. Which good idea for weight control seems most difficult for you to do? Why?

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7. Do you have a child under the age of thirteen? If so, which suggestion for healthy eating seems easiest to do? Why?

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8. Do you have a teenager? If so, which suggestion for healthy eating seems easiest to do? Why?

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9. Reread the section on *Healthy Eating for Adults*. What information about healthy eating did you already know? What information was new to you?

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10. Which of the tips for healthy eating for adults is easiest for you to do? Why?

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11. Which of the tips for healthy eating for adults is most difficult for you to do? Why?

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12. What can you do to develop new habits for healthy weight control for your children?

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13. What can you do to develop new habits for healthy weight control for yourself or other adults in your household?

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14. What was the most surprising or interesting thing you learned about healthy weight control?

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**TEACHER DIRECTIONS for EXERCISE 2**

For lower-level learners, complete the activity by first reading the relevant section of the scenario aloud or asking a good reader to read aloud. Lower-level learners may respond verbally.

More advanced learners may be able to read the entire scenario before completing the activity. They may be able to complete the activity independently with written responses. Encourage learners to discuss responses verbally as a class or in small groups.

**KEY**

*Answers may vary but should include basic information.*

1. Anna's new family does not like what she cooks. Their eating habits are not healthy.
2. Anna goes to the library.
3. Healthy weight control is balancing what the body gets with what the body uses. It is important because too much weight can cause health problems. Eating too little also can be a problem.
4. Answers will vary
5. Answers will vary
6. Answers will vary
7. Answers will vary
8. Answers will vary
9. Answers will vary
10. Answers will vary
11. Answers will vary
12. Answers will vary
13. Answers will vary
14. Answers will vary

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