









EXERCISE 1

MATCHING

DIRECTIONS: Write the word in the box next to the picture. Choose the word from the box on the right.

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

- recipes
- joint
- sandwich
- heart
- coffee
- stomach
- tea
- soup
- eye
- burger

TEACHER DIRECTIONS for EXERCISE 1

The teacher orally reviews words in the box on the right. After learners complete the activity, they compare responses with partners.

Using a separate sheet of paper, encourage learners to write simple sentences using the words (e.g., My eye is brown.)

Once students correctly label pictures, they can cut rows apart and fold on the line between the picture and the word to create simple flash cards.

Other activities: Alphabetize words. Sort according to different features (e.g., vegetables that can be eaten raw; vegetables that are roots; vegetables that are leafy)

KEY

1. tea
2. stomach
3. soup
4. sandwich
5. recipes
6. joint
7. heart
8. coffee
9. burger
10. eye

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**FILL-IN-THE BLANK**

DIRECTIONS: Write the term that is described in the blank. Choose terms from the box on the next page

- _____ 1. to eat too much
- _____ 2. to determine exact amounts
- _____ 3. average amount; not too much
- _____ 4. foods eaten before the meal
- _____ 5. feeling that you no longer need or want to eat
- _____ 6. behaviors done regularly
- _____ 7. inherited features or characteristics
- _____ 8. exercise that speeds heart rate and breathing
- _____ 9. to weigh too much
- _____ 10. to manage or limit size in pounds
- _____ 11. feeling that you need to eat
- _____ 12. units of energy for the body
- _____ 13. good physical condition; well-being
- _____ 14. practices that are enthusiastically followed for a short time before they go out of style

fullness	moderation	habits
fads	healthy	aerobic
measure	weight control	calories
overweight	hunger	genetic traits
overeat	appetizers	

TEACHER DIRECTIONS for EXERCISE 2

Teacher reads definitions and words in the word list aloud. Teacher instructs learners to match the words with their definitions. If learners have difficulty reading and understanding the definitions, the teacher provides assistance and support.

Ask students to use words in sentences of their own. Lower-level students can provide a verbal sentence and the teacher can write it on paper or on the board for other students to copy. More advanced students can write sentences independently.

KEY

1. overeat
2. measure
3. moderation
4. appetizers
5. fullness
6. habits
7. genetic traits
8. aerobic
9. overweight
10. weight control
11. hunger
12. calories
13. healthy
14. fads

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EXERCISE 3**WRITING FRAMES**
THE IMPORTANCE OF WEIGHT CONTROL

DIRECTIONS: Read the scenario. Use the information in it to fill in the blanks.

When a person eats more calories than are used, the person gains _____.

If the person gains too much weight, the person becomes _____.

Weight control affects health. Being overweight can lead to high

_____ and high _____. These conditions can lead to

_____ or _____. Being overweight also can cause a kind of

_____.

Diabetes contributes to eye, nerve, and skin problems. Diabetics also have a greater risk of _____ or _____.

Being overweight even contributes to some kinds of _____.

Eating too little food also can be a problem, especially for growing

_____ and _____. Some people are fooled by special diets

and other weight control _____. _____ is a temporary change

in eating that lowers calories. _____ is not healthy because

eating only small amounts of food can't be continued over time. Some diets even

say that you eat only certain foods like grapefruit or cabbage soup. These diets are not _____. These diets do not provide foods from all of the _____ that are needed for growth. There are some products like special pills or drinks that try to trick buyers. All promise fast and easy results, but they also don't work. Diets do not work because they do not change _____ and _____ habits for a lifetime.

TEACHER DIRECTIONS for EXERCISE 3

After reading the scenario, learners complete the writing frames by filling in blanks.

KEY

(Answers appear bold and underlined.)

When a person gets more calories than are used, the person gains **weight**. If the person gains too much weight, the person becomes **overweight**. Weight control affects health. Being overweight can lead to high **blood pressure** and high **cholesterol**. These conditions can lead to **heart disease** or **stroke**. Being overweight also can cause a kind of **diabetes**. Diabetes contributes to eye, nerve, and skin problems. Diabetics also have a greater risk of **heart attack** or **stroke**. Being overweight even contributes to some kinds of **cancer**.

Eating too little food also can be a problem, especially for growing **teenagers** and **children**. Some people are fooled by special diets and other weight control **fads**. **Dieting** is a temporary change in eating habits that lowers the number of **calories eaten**. **Dieting** is not healthy because eating only small number of calories can't be continued over time. Some diets even require that you eat only certain foods like grapefruit or cabbage soup. These diets are not **healthy**. These diets do not provide **foods** from all of the **food groups** that are needed for growth. There are some products like special pills or drinks that try to trick buyers. All promise fast and easy results, but they also don't work. **Diets** do not work because they do not change **eating** and **physical activity** habits for a lifetime.

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EXERCISE 4**WRITING FRAMES
GOOD IDEAS FOR WEIGHT CONTROL**

DIRECTIONS: Read the scenario. Use the information in it to fill in the blanks.

1. Use _____ to choose healthy foods. An example of a healthy food is _____. An example of a food to avoid or limit is _____.
2. Increase _____ and _____ each day. One way to increase physical activity level is to _____.
3. Plan ahead. One way to plan ahead to is _____.
4. Enjoy the _____ you eat. One way to do this is to _____
_____.
5. Experiment with different _____ and _____. One way to do this is to _____.
6. Choose and prepare foods with less _____. One reason this is more healthy is because it _____.
7. Focus on behavior changes that become lifetime _____. One way to do this is to _____.
8. Drink lots of _____.
9. When eating out, choose restaurants that offer _____.
An example of a healthy choice in a restaurant would be _____.

10. When you go to _____ restaurants, choose wisely. An example of a wise choice is _____.

TEACHER DIRECTIONS for EXERCISE 4

After reading the scenario, learners complete the writing frames by filling in blanks.

KEY

(Answers appear bold and underlined.)

1. Use **MyPyramid** to choose healthy foods. An example of a healthy food is **(answers vary)**. An example of a food to avoid or limit is **(answers vary)**.
2. Increase **exercise** and **physical activity level** each day. One way to increase physical activity level is to **(answers vary)**.
3. Plan ahead. One way to plan ahead to is **(answers vary)**.
4. Enjoy the **foods** you eat. One way to do this is to **(answers vary)**.
5. Experiment with different **foods** and **recipes**. One way to do this is to **(answers vary)**.
6. Choose and prepare foods with less **salt**. One reason this is more healthy is because it **(either answer) lowers blood pressure (or) decrease the risk of heart disease**.
7. Focus on behavior changes that become lifetime **habits**. One way to do this is to **(answers vary)**.
8. Drink lots of **water**.
9. When eating out, choose restaurants that offer **healthy choices**. An example of a healthy choice in a restaurant would be **answers vary**.
10. When you go to **fast food** restaurants, choose wisely. An example of a wise choice is **answers vary**.

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EXERCISE 5

WRITING FRAMES

HEALTHY EATING FOR CHILDREN

1. Don't force a child to _____. One way to avoid forcing a child to eat is to _____
_____.
2. Use _____ to provide the correct number of servings each day for meals and snacks.
3. As long as the choice is a healthy one, don't worry if the child wants the same _____ over and over. Instead, you can _____
_____.
4. Let the child help measure and prepare _____. For instance, teach the child how to make _____.
5. Encourage the child to become more _____ each day. One way to do that is to _____.
6. If the child eats school _____, talk about what was served each day.
7. Don't tell a child to "clean your plate." This practice can result in _____. Instead, _____.
8. When eating out, one way to encourage healthy eating is to _____
_____.
9. Keep a good variety of foods on hand for children's _____. An example of a healthy snack is _____.
10. Offer _____ to children.

TEACHER DIRECTIONS for EXERCISE 5

After reading the scenario, learners complete the writing frames by filling in blanks.

KEY

(Answers appear bold and underlined.)

1. Don't force a child to **eat**. One way to avoid forcing a child to eat is to **(answers vary)**
2. Use **MyPyramid** to provide the correct number of servings each day for meals and snacks.
3. As long as the choice is a **healthy** one, don't worry if the child wants the same **food** over and over. Instead, you can **(answers vary)**.
4. Let the child help measure and prepare **healthy foods**. For instance, teach the child how to make **(at least one of the following: snacks, breakfast, or lunch foods)**.
5. Encourage the child to become more **physically active** each day. One way to do that is to **(answers vary)**.
6. If the child eats school **lunches**, talk about what was served each day.
7. Don't tell a child to "clean your plate." This practice can result in **overeating**. Instead, **help child become aware of feelings of hunger or fullness.**
8. When eating out, one way to encourage healthy eating is to **let the child choose from healthy options.**
9. Keep a good variety of foods on hand for children's **snacks**. An example of a healthy snack is **answers vary.**
10. Offer **water** to children.

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EXERCISE 6**WRITING FRAMES
HEALTHY EATING FOR TEENAGERS**

Healthy eating tips for teens include the following:

1. Don't skip _____, especially breakfast. Teens who skip meals often _____ at the next meal.
2. Teens should consider eating _____ because they provide _____ and _____ and are low in fat. If teens get to choose foods at school, suggest that they choose foods with good nutritional value. For instance, the teen could choose _____.
3. Encourage teens to eat at _____. Teens also should give themselves enough time to eat because it takes time to feel _____. Eating too fast can cause _____.
4. Teens should avoid eating the same _____ each day. Encourage them to try new _____.
5. Teenagers need at least one hour of physical activity each day. Limit activities like _____. Encourage physical activities such as _____.
6. Teens should learn how to choose foods to meet their _____. Teens who are physically active on sports teams or in other activities can eat _____ servings from the foods within each food group and some foods that contain _____ and _____.
7. Teens and other individuals who exercise and sweat can become _____. _____ is the best beverage to replace body fluids. _____ with lots of water can be used to replace fluids, too.
8. Show teens how to read _____. Help teens use them to make good food choices.

9. Let teens help with _____ and _____ . Let them try new recipes and foods.
10. Focus attention on the _____ goal of having a strong, healthy body rather than the _____ goal of having the body of a model or body-builder.
11. Encourage teens to adopt a _____ and _____ attitude. _____ drinks contain calories and little or no vitamins and minerals.

TEACHER DIRECTIONS

After reading the scenario, learners complete the writing frames by filling in blanks.

KEY

(Answers appear bold and underlined.)

Healthy eating tips for teens include the following:

1. Don't skip **meals**, especially breakfast. Teens who skip meals often **overeats** at the next meal.
2. Teens should consider eating **school lunches** because they provide **vitamins** and **minerals** and are low in fat. If teens get to choose foods at school, suggest that they choose foods with good nutritional value. For instance, the teen could choose **(answers vary)**.
3. Encourage teens to eat at **regular times**. Teens also should give themselves enough time to eat because it takes time to feel **full**. Eating too fast can cause **overeating**.
4. Teens should avoid eating the same **foods** each day. Encourage them to try new **foods**.
5. Teenagers need at least one hour of physical activity each day. Limit activities like **(answers vary)**. Encourage physical activities such as **(answers vary)**.
6. Teens should learn how to choose foods to meet their **energy needs**. Teens who are physically active on sports teams or in other activities can eat **extra** servings of foods within each food group and some foods that contain **fats** and **sugars**.
7. Teens and other individuals who exercise and sweat can become **dehydrated**. **Water** is the best beverage to replace body fluids. **Sports drinks** with lots of water can be used to replace fluids, too.
8. Show teens how to read **food labels**. Help teens use them to make good food choices.
9. Let teens help with **meal planning** and **food preparation**. Let them try new recipes and foods.
10. Focus attention on the **realistic** goal of having a strong, healthy body rather than the **unrealistic** goal of having the body of a model or body-builder.
11. Encourage teens to adopt a **drug-free** and **alcohol-free** attitude. **Alcoholic** drinks contain calories and little or no vitamins and minerals.

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