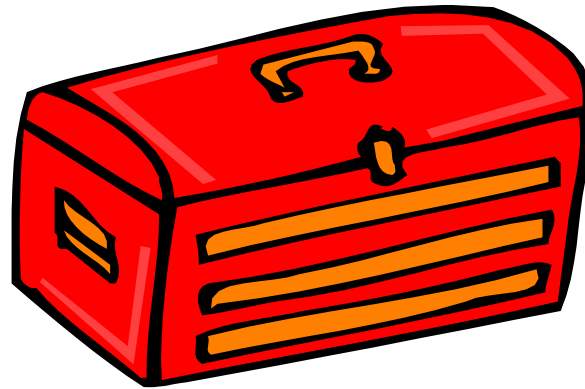


Tools of the Trade

Giving Kids a Lifetime Guarantee



4-H Afterschool Training Guide©



4-H YOUTH DEVELOPMENT PROGRAM

- ★ 4-H is a non-formal youth education program for young people (ages 5-19).
- ★ 4-H is present in almost all U.S. counties in urban, suburban, and rural communities.
- ★ In 2009, over 6 million youth participated in 4-H through 4-H clubs, afterschool programs, camps, and school enrichment activities.
- ★ 4-H is coordinated nationally through USDA National Institute of Food and Ag. and through each state's Land Grant University.



STRENGTHS OF 4-H

- ★ **Programs:** Hundreds of 4-H Staff partnering with thousands of adult volunteers to deliver programming to hundreds of thousands of young people.
- ★ **Curriculum:** Hundreds of high-quality, research-based curricula available; many for free.
- ★ **Professional Development:** 4-H Staff are experienced in facilitating workshops and trainings for a variety of audiences.



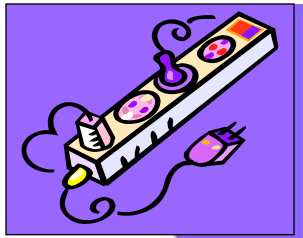
BLUEPRINTS FOR POSITIVE YOUTH DEVELOPMENT



BLUEPRINTS FOR POSITIVE YOUTH DEVELOPMENT

OBJECTIVES:

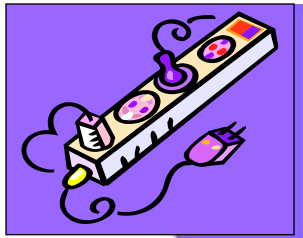
- ★ To learn basic needs of youth.
- ★ To identify core competencies of youth development workers.
- ★ To identify how afterschool programs can meet the needs of youth.
- ★ Discover new curricula that bridge youth development and health-related outcomes.



THE POWER OF YOUTH WORKERS

BASIC NEEDS OF YOUTH:

- ★ To know that others care about them (Belonging).
- ★ To believe they are capable and successful (Mastery).
- ★ To know that they are able to influence people and events (Independence).
- ★ To practice helping others through their own generosity (Generosity).
- ★ Fun and stimulation.
- ★ A safe environment.
- ★ An education.
- ★ Healthy food.
- ★ Caring adults.



THE POWER OF YOUTH WORKERS

YOUTH DEVELOPMENT WORKER COMPETENCIES:

- ★ Understands basic child and adolescent development principles.
- ★ Develops positive relationships with youth.
- ★ Evaluates and adapts age-appropriate activities.
- ★ Respects and honors cultural and human diversity.
- ★ Involves and empowers youth.
- ★ Identifies potential risk factors and takes measures to reduce them.
- ★ Involves families and communities.
- ★ Work as part of a team and shows professionalism.
- ★ Demonstrates the qualities of a positive role model.
- ★ Interacts with youth in ways that support asset building.

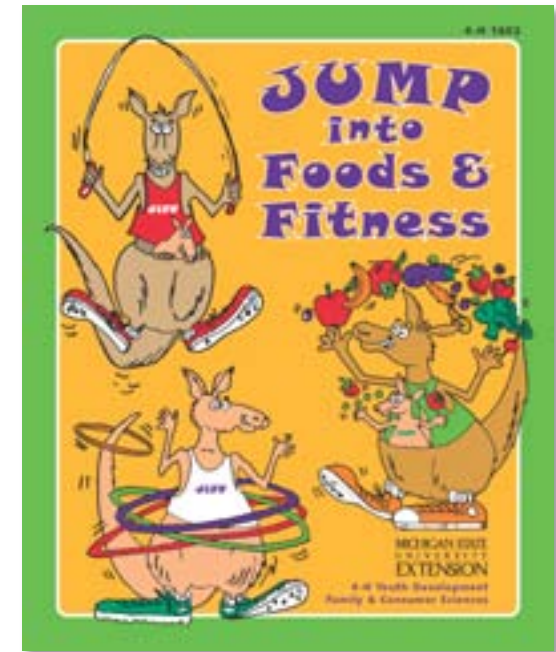


4-H HEALTHY LIVING CURRICULA



JUMP INTO FOODS AND FITNESS

- ★ Developed by Michigan State University
- ★ Teens as teachers model
- ★ Grades 3-5
- ★ Includes background info, attention getters, activities, food safety feature, snack suggestions, family newsletters and evaluation tools





FITNESS SCAVENGER HUNT

DIRECTIONS:

- ★ Each team's scavenger hunt card has a set of activities listed on it.
- ★ The cones out in the playing area have index cards under them with activities printed on them.
- ★ Your challenge is to find and do the activities under the cones in the order printed on your teams card.
- ★ Remember to travel safely as a group as you move from cone to cone!



FITNESS SCAVENGER HUNT

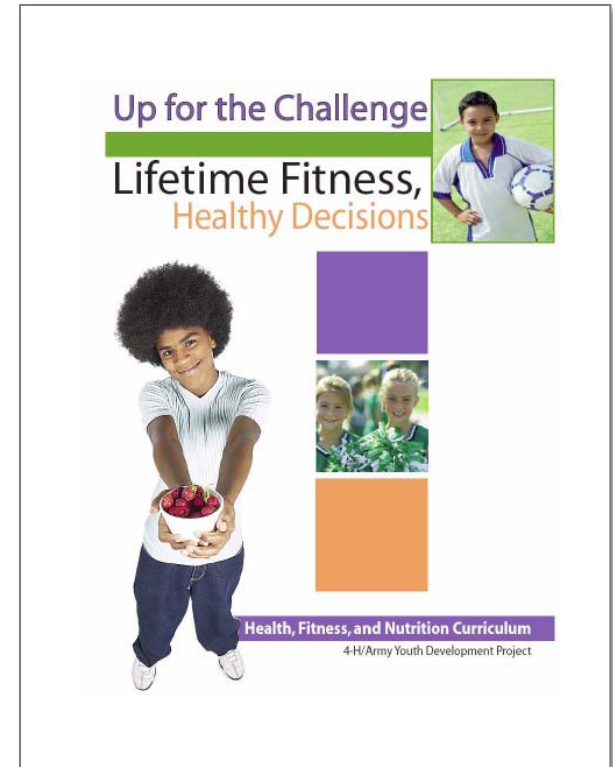
DISCUSSION:

- ★ What activities were the most challenging?
- ★ What activity was the most fun for your team?
- ★ What fitness abilities did you need?
- ★ What types of people skills did you need?
- ★ What adaptations would you make for the youth in your afterschool program?



UP FOR THE CHALLENGE

- ★ Activities for school age, middle school and teens
- ★ Free, 290-page curriculum
- ★ Partnership between University of Maryland, National 4-H Council and the Army Child and Youth Services





SLOW, GO, WHOA!

HOW WOULD YOU CATEGORIZE THE FOLLOWING FOOD LABELS?

GO

Eat almost anytime; lowest in fat, added sugar, and calories.
Example: English muffin pizza with low-fat cheese.

SLOW

Eat sometimes; higher in fat, added sugar, and calories.
Example: Slice of regular vegetarian pizza.

WHOA

Eat once in awhile; very high in fat, added sugar, and calories.
Example: Slice of deep dish pepperoni pizza.



SLOW, GO, WHOA!

DIRECTIONS:

- ★ Relay teams will start in the back of the room.
- ★ One at a time, a player will run to the front, picking up a food item along the way.
- ★ Player determines how to categorize their food as “slow,” “go,” or “whoa.”



SLOW, GO, WHOA!

DISCUSSION:

- ★ What criteria did you use to categorize food?
- ★ How did food preparation influence your decision?
- ★ What adaptations would you make for the youth in your afterschool program?



LINE 'EM UP

DIRECTIONS:

- ★ Each person will receive a slip of paper identifying a popular fast food item.
- ★ Line up from the estimated highest calorie item to the lowest.





LINE 'EM UP

DISCUSSION:

- ★ Were you surprised by the calorie counts for the fast food items?
- ★ What else might you consider when choosing healthy foods?
- ★ What adaptations would you make for your program?



4-H RESOURCES

California 4-H Youth Development Program

www.ca4h.org

National 4-H Council

www.4-h.org



CONTACTS

Sue Manglallan

4-H Youth and Family Development Advisor

San Diego County Cooperative Extension

ssmanglallan@ucdavis.edu

Mandi Bottoms

Healthy Living Coordinator

California 4-H Youth Development Program

mlbottoms@ucdavis.edu

JUMP INTO FITNESS:

Fitness Scavenger Hunt

Objectives:

The children will:

- Elevate their heart rates.
- Learn to work in groups.

Learning & Life Skill:

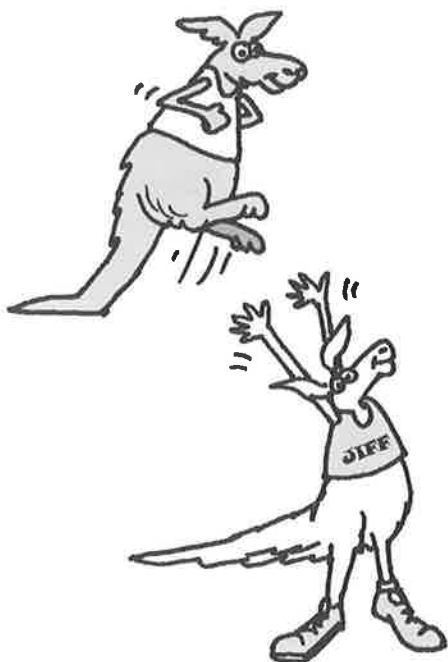
Practicing teamwork

Materials:

- Cones or other markers such as cardboard boxes or empty milk jugs
- Marker
- Index cards or slips of paper (one per team plus a few less than one per cone)
- Drinking water (make available to children as needed)
- Music player and music (optional)

Time:

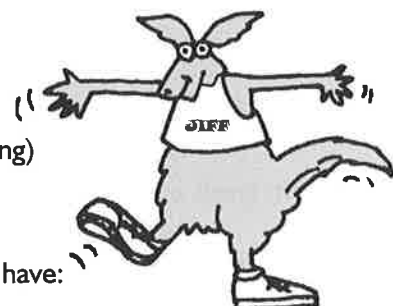
15 minutes



Procedure:

Before the meeting:

1. Use the markers to write one activity on each index card. Some sample ideas are listed here but any activities that your group enjoys and that get the kids moving are acceptable.
 - a. Gallop for 15 seconds. Count seconds in kangaroos. That is: "1 kangaroo. 2 kangaroos. 3 kangaroos. . . ."
 - b. Perform BIG arm circles: 10 forward, 10 backward, 10 with hands clasped together in front and moving in a figure 8 fashion.
 - c. Pretend to ice skate (or downhill or cross country ski), counting backward from 50 to 1.
 - d. Do "crazy dancing" while singing "Happy Birthday" to the group member with the birth date closest to your meeting.
 - e. Skip around the outside of the movement space.
 - f. Do 10 jumping jacks while making funny faces at your group.
2. On other index cards (one card for each group of two to five kids) make the group scavenger cards by writing out the activities above, using a different order on each card. For example, the first group scavenger card might have the order as:
 1. Gallop
 2. Crazy dancing
 3. Arm circles
 4. Ice skating (or downhill or cross country skiing)
 5. Skip
 6. Jumping jacks



While the second group scavenger card would have:

1. Arm circles
2. Skip
3. Gallop
4. Ice skating (or downhill or cross country skiing)
5. Jumping jacks
6. Crazy dancing

The key is for each group to have a different order to follow.

3. Scatter the cones (or cardboard boxes if cones are not available) around the playing area. Place one individual activity card under each cone. You may want to use a few "decoy cones" (that is, extra cones that don't have an activity card underneath them).

During the meeting:

1. Tell the group they're going on a "Fitness Scavenger Hunt." Divide the group into teams of two to five people and have each team choose a fruit or vegetable team name.

2. Give each team one of the scavenger hunt cards. Read aloud or paraphrase the following information to the group:

*Each team's scavenger hunt card has a set of activities printed on it. The activities are printed in a different order on each team's card. The cones out in the playing area have index cards under them with activities printed on them. Your challenge is to find and do the activities under the cones **in the order printed on your team's card.***

*You'll have to travel from cone to cone **as a team**, using the movement I call out, like kangaroo jumping, skipping, galloping, taking giant steps, running or sliding. After you find the right cone, everyone on your team must perform the activity written on the slip. Make sure your team replaces the activity slip under the cone when you're done. Then you move on to find the next activity on your card. Your team is done when you've found and performed all of the activities in the order they're written on your team scavenger hunt card and returned that card to the leader. Watch out! Not every cone has an activity card under it.*

Keep an eye out for the other teams so we don't have any collisions. Good luck, keep moving and have fun! Ready? Set! Kangaroo jump!

3. After the teams have completed one scavenger hunt, shuffle the scavenger hunt cards among the teams. Have them go into another room or hide their eyes while you and a helper rearrange the index cards under the cones. Let them try the hunt again.

(Volunteer Note: Vary the movement [such as kangaroo jumping, running, skipping, jumping, galloping, sliding, taking giant steps] the teams use to move from cone to cone.)

Talking It Over:

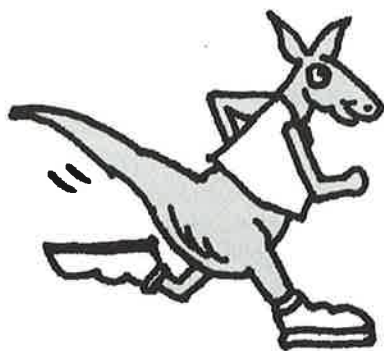
Ask the group the following questions:

Share It:

What activity was the most fun for your team?

Process It:

- Was anything hard about the Fitness Scavenger Hunt?
- What part(s) of the Kid's Activity Pyramid did you work on today?



Lesson 3: Snack Attack

PREPARATION

🕒 5 minutes

SET UP

Place the MyPyramid poster where all can see.

SUPPLIES

- ❑ MyPyramid poster [RK](#)
- ❑ *Pack Your Snacks and Go* [RK](#)
- ❑ *Grab Quick & Easy Snacks* [RK](#)

Outcomes (All Ages)

The purpose of this lesson is to have youth:

- Learn how to use food labels to make healthy snack choices
- Make an easy snack with a variety of foods
- Practice making wise snack choices



Instructor Essential Information

Most youth don't get all the nutrients they need to grow strong and stay healthy from just three meals a day. Therefore, snacking can be a healthful way to fulfill nutrient needs. Snacks are a great way to get more fruits, vegetables, whole grains, and low-fat dairy foods into a child's diet. The nutrition facts on food labels can help youth to compare snacks and make healthy choices.

Obtain the handouts shown below for use in Activity 1. You may download them in color from the websites below, or copy them from the black and white copies in the Resources Kit.

- Download *Pack Your Snacks and Go* from:
http://www.fns.usda.gov/eatsmartplayhard/collection/kids_activity.html
- Order *Grab Quick & Easy Snacks* free of charge at:
<http://www.fns.usda.gov/eatsmartplayhard/Collection/Files/powerpac-order.pdf>

Discussion

DO (All Ages) 🕒 15-20 minutes

? Ask: What are your favorite snacks? Explain that growing youth need more nutrients than some adults. Snacking can help meet those nutrient needs when you choose low-fat, nutrient dense foods. Nutrient dense foods are foods that are low in calories, but high in nutritional value.

? Ask: Do you think snacking is a good idea? Why or why not?

? Ask: Can you name some snacks that you think are "nutrient dense?" Stress that regardless of age, snacks can fill in the nutrient gaps you might have if you follow the recommended MyPyramid eating plan. Make your snacks count toward your food-group needs.



Lesson 3: Snack Attack

Display the MyPyramid poster or MyPyramid Kid's poster. Go through each food group on the pyramid and ask the youth to name some healthy snacks from each food group.

PREPARATION

🕒 15 minutes

SET UP

- ❑ Place the MyPyramid poster where all can see
- ❑ Make copies of the handouts

SUPPLIES

- ❑ MyPyramid poster [RK](#)
- ❑ Three signs: "GO," "SLOW," & "WHOA"
- ❑ Assorted snacks (pretzels, candy bar, fruit) or Dairy Council food model pictures [RK](#)

HANDOUTS & BOOKS

- ❑ *Grab Quick And Easy Snacks* [RK](#)
- ❑ *Pack Your Snacks & Go* [RK](#)

PREPARATION

🕒 5 minutes

SET UP

Two signs: "BEST" and "POOREST"

SUPPLIES

Assorted snacks in bags - pretzels,

Activity 1 – Go/Slow/Whoa

DO (All Ages) 🕒 20-30 minutes

Stress the importance of making healthy choices for snacks. Explain that youth will be running in a relay race where each one will select a snack from the plastic food models or bag of actual snack foods and categorize it as belonging in the GO, SLOW, or WHOA categories. Be sure to select snacks that are popular with the age group of youth you are teaching. Here are some of the types of foods that fall into each of the categories:

- WHOA - Candy bars, potato chips
- SLOW - Chocolate milk, pudding
- GO - Low fat, low sugar, foods such as fruits, vegetables and pretzels



This could be designed as a relay race with two bags of snacks and two sets of signs on different tables. Have each team member select a snack then run to the table and put it under the proper sign. The team that has the most snacks in the right categories wins. Discuss as a group which snacks fit into which category. Stress the importance of nutrient dense foods vs. empty calories when categorizing snacks.

APPLY (All Ages)

Give youth one of the handouts – *Grab Quick and Easy Snacks* or *Pack Your Snacks & Go* to use when making snack decisions at home or school.

Activity 2 – Check The Snack Label

DO (All Ages) 🕒 20 minutes

Have each youth select a snack. Use actual pre-packaged snacks or Dairy Council food model pictures, which have nutrition information on the back of them. Put the "BEST" sign at one end of a table or room. Put the "POOREST" sign at the other end.

Have the youth line up with the snacks they chose, in a continuum from BEST snack choice to POOREST snack choice. The criteria could be amount of fat, calories, sugar, or nutritive value.

Lesson 3: Snack Attack

candy bar, fruit, chips



When they are finished, have the group evaluate their positions in the line. You might have them read the labels and re-align themselves according to the amount of calories per serving, and/or amount of fat or salt or sugar per serving.

CALORIES IN ONE GRAM OF:

Fat = 9 calories
Carbohydrate = 4 calories
Protein = 4 calories

REFLECT (All Ages)

? Ask: Were any of you surprised at your position in the snack line-up? Why or why not?

APPLY (All Ages)

At the next session, bring in wrappers from three healthy snacks that you or your family members have eaten during the week.

PREPARATION

⌚ 20 minutes

SET UP

Set out the snacks that each group will test.

SUPPLIES

- Brown paper towels or brown grocery bags
- Markers
- Regular potato chips
- Pretzels (or baked potato chips)
- Graham crackers
- Bakery or homemade cookies
- Banana
- Candy bar
- Cheese stick
- Carrot stick
- Peanut butter
- Fat-free yogurt

Activity 3 – Which Has More Fat?

DO (Middle School • Teen) ⌚ 20 minutes

? Ask: Why should we care about the amount of fat in our snacks?
Answer: Because per gram, fat is higher in calories than carbohydrates and protein. Some fats have been linked with certain chronic diseases. Too much fat in our diets is considered unhealthy. Using actual snacks, youth will discover that fat “hides” in many of their favorite snack foods.

Show the snacks that each group will test (listed below). Ask youth which snack they think would have less fat.

- Regular potato chips vs. pretzels (or baked potato chips)
- Graham crackers vs. cookies
- Banana vs. candy bar
- Cheese stick vs. carrot stick
- Peanut butter vs. fat-free yogurt

Youth will perform a quick test for the presence of fat in foods. Divide youth into small groups of 2 to 4. Give each group a pair of snacks to test for fat.

Have youth rub each type of snack on brown paper or brown towel. The snack will leave a grease spot on the towel if it contains a lot of fat. Label the spots left by both types of snacks.



Lesson 3: Snack Attack

REFLECT (Middle School • Teen)

? Ask: What did you find out? How do the spots differ? What does this tell you? Which snack has more fat?

APPLY (Middle School • Teen)

Repeat this exercise at home with some of your snack choices.

PREPARATION

⌚ 5 minutes

SET UP

Place flip chart in front of room

SUPPLIES

- Flip chart
- Markers

Activity 4 – Snacking Dilemmas

DO (Middle School • Teen) ⌚ 15 minutes

This activity is designed to give teens practice in deciding which snacks to eat. You have a snack dilemma whenever it is easier to choose a snack that is not very healthy versus preparing one that is better for you. Record youth answers to the question below on a flip chart.

? Ask: When do you have snack dilemmas? Examples: when running late, at someone else’s house, at school, or waiting for the bus.

Beside each “snack dilemma” determine what a good snack choice might have been in that situation OR determine an alternate activity to eating at that time.

? Ask: Could a little planning have made it possible to have a healthy snack? Which of these dilemmas might be avoided if the person in this situation had eaten a good breakfast or lunch?

PREPARATION

⌚ 30 minutes

SUPPLIES

See recipe for ingredients and utensils list.

HANDOUTS & BOOKS

Recipe: *Pyramid Pita Pizzas* [A](#) p. 249

Now We’re Cookin’ - Pyramid Pita Pizzas

(All Ages) ⌚ 45 minutes

Have youth wash their hands using the *Proper Handwashing* steps on page 29. Divide youth into working groups to prepare Pyramid Pita Pizzas. The recipe is found in Appendix A.



Lesson 3: Snack Attack

Technology Challenge

(All Ages)

Visit <http://www.cspinet.org/nutrition/>. Under "Kids Stuff," click on "The Top 10 Best and Worst Foods." Which ones are your favorites? If your choices were in the "worst" list – what could you substitute as a healthier option? Under "Kids Stuff," click on "Smart-Mouth.org" and scroll through the "Snacktoids." Share what you learn with your family.

(Teen)

Go to <http://www.aarp.org/health/>. In the SEARCH box, type in "healthy snacking" and find the article with that name. Read the article and find out:

- Why snacking is a good idea
- How you can avoid gaining weight when snacking
- Why you should avoid fatty and salty snacks
- Which snacks from their list are good ones?

Lesson 6: Eating Out

PREPARATION

🕒 45 minutes

SET UP

See Set Up Details.

SUPPLIES

- Easel
- Paper
- Markers
- Empty cartons from fast food meals

HANDOUTS & BOOKS

- Tips For Choosing Healthy Food When Eating Out* [A](#)
p. 277
- Portion Distortion* [RK](#)



Outcomes (All Ages)



The purpose of this lesson is to have youth:

- Understand that it is healthier to eat less fast food
- Calculate how much fat and calories are in a fast food meal
- Understand how to make more healthful food choices at fast food and other restaurants
- Learn at least three ways to reduce fat in fast food meals
- Prepare and sample a quick, convenient and healthy recipe to use at home in place of fast foods

Instructor Essential Information

Americans eat almost half of their meals away from home. Something that was once a special treat, an occasional indulgence, is becoming a way of life in our busy society. The challenge is to keep calories under control when eating out. Americans consume approximately three hamburgers and four orders of French fries every week. Busy and cash-strapped families increasingly rely on take-out food for family dinners.

As people eat out more frequently in fast food restaurants or all-you-can-eat buffets, they become accustomed to super-sized portions and think that such portions are normal. The high caloric content of these large servings leads to weight gain for regular fast food customers. The resulting obesity can lead to many dangerous health problems.

SET UP DETAILS

Before the lesson begins:

- Arrange room with seats in a semi-circle.
- Write the data from the Burger King food items table on page 163 in the lesson below on the board or a flip chart or poster. You can use any fast food restaurant data for this lesson if you can obtain the calorie and fat information. This type of information is usually found in a nutrition analysis chart at the restaurant.
- Make 2 copies of the *Fast Food - Line 'Em Up* handout. Use one as an answer key. The other one should be cut apart, line-by-line, discarding the calorie column.
- Make copies of the *Toaster Oven Pizza* and *Ten Tips For Choosing Healthy Food When Eating Out* handouts.

Lesson 6: Eating Out

Discussion

DO (All Ages) ⌚ 30 minutes

? Ask: Did anyone eat at a fast-food restaurant this past week? Raise your hand if you ate out once this past week. Raise both hands if you ate out twice this past week. Stand up if you ate out three or more times this past week. Have youth look around to see how many people have their hands raised or are standing up.

? Ask: How many of you like to eat at Burger King? What is your favorite meal at Burger King? After the youth share their favorite foods from Burger King, ask the group if they have ever wondered about the calories or fat in fast food.

? Ask: Has anyone here ever eaten a Whopper with cheese, large fries, and a milkshake? To make a statement about the amount of fat and calories being consumed, show them a bag of these items from Burger King (use empty containers). Using the flip chart or the blackboard, show the amount of fat and calories that this large portion fast food meal has.



Burger King Food Item	Fat Grams	# of Calories
Large Meal		
Whopper	40	660
King Fries	30	600
Vanilla Shake	30	590
Total	100	1850
Smaller Meal		
Hamburger	15	320
Small Fries	13	250
Low-fat milk	2.5	100
Total	30.5	670

Remind youth that the recommended total calories intake per day for most individuals is between 1600 and 2200. Explain that 65 grams of fat is the total Daily Value for fat using a 2000 calorie a day diet, as shown on food labels. Thus, 65 grams of fat is 100% of the total daily requirement.

Lesson 6: Eating Out



Explain that youth will be learning how to consume fewer calories at fast food restaurants by making better choices.

Have them review the *Portion Distortion* handout and point out that the larger the food item, the more calories it has. To reduce their caloric intake, youth need to choose smaller sized portions from fast food restaurants. Show them another bag of smaller-sized items from Burger King, such as a regular hamburger, small fries, and a container of low-fat milk. Write on the flip chart or board, the facts in the table below with the calories for that smaller-sized fast food meal from Burger King.

? Ask: How does the total amount of fat and calories for the smaller meal compare to the larger fast-food meal?

? Ask: How does the total fat compare to the recommended amount of less than 65 grams per day?

? Ask: How do the total calories of the large meal compare to 1600-2200 total calories recommended per day? How about the smaller-sized meal?

PREPARATION

🕒 15 minutes


SET UP

Cut the *Fast Food – Line 'Em Up* handout into strips minus the calorie counts (see Set Up Details).

SUPPLIES

- Index cards
- Scissors

HANDOUTS & BOOKS

Fast Food – Line 'Em Up  p. 278

Activity 1 – Fast Food - Line 'Em Up

DO (All Ages) 🕒 20 minutes

Using the cut up strips from the *Fast Food – Line 'Em Up* handout, give each child the name of a fast food item. Have all youth line up from one side of the room to the other, arranging themselves from the highest calorie food at one end of the line to the lowest calorie food at the other. Have them discuss with one another where they should be in the line based on their food item.

Next, reveal the actual calorie count for each food and have youth rearrange the line according to the real calorie counts.

? Ask: Were you surprised about any of the calorie counts for the fast food items? Which ones? Did you think they were higher or lower?

Lesson 6: Eating Out


SET UP

See Set Up Details.

SUPPLIES

See recipe for ingredients and utensils list.

HANDOUTS & BOOKS

Recipe: *Toaster Oven Pizzas*  p. 279

PREPARATION


SET UP

Obtain copies of menus from local restaurants.

SUPPLIES

- Copies of menus from local restaurants
- Red and green highlighters

HANDOUTS & BOOKS

Clarifying Menu Muddle  p. 280

HANDOUTS & BOOKS

- Eating Out And Eating In – Go Lean With Protein*
- Where’s The Fat?*

Now We’re Cookin’ – Toaster Oven Pizza

(All Ages) ⌚ 45 minutes

Have youth wash their hands using the *Proper Handwashing* steps on page 29. Give each child a copy of the *Toaster Oven Pizza* recipe and follow the directions to make a personal pan pizza.



Activity 2 – Clarifying Menu Muddle

 (All Ages) ⌚ 20 minutes

Give youth the handout *Clarifying Menu Muddle* and discuss the terms to look for on the menu, and the terms to use when ordering food to help reduce the fat and calories in restaurant choices.

Distribute menus from local restaurants. Have youth highlight the terms to watch out for in red and the items that are good choices in green.



Technology Challenge

(School Age)

Go to <http://www.mypyramid.gov> click on “For Kids” and go to “Classroom Materials.” Scroll down to Level 3 Lesson 2, *Eating Out And Eating In – Go Lean With Protein*. Complete the *Where’s The Fat?* worksheet on page 3. **Instructor Note:** You will find the answers to the *Where’s The Fat?* worksheet below.

How many grams of total fat are in a quarter-pound hamburger?
grams 18

How many grams of total fat are in a regular hamburger? 9 grams

Lesson 6: Eating Out



Circle the food with less fat. (The correct answer is underlined.)

- Taco salad OR beef soft taco
- Bean burrito with no cheese OR fried fish filet sandwich
- Crispy fried chicken OR hamburger

List three ways you can make low fat choices when you are eating out.

- Choose grilled, not fried food.
- Choose the smaller-sized portion such as a hamburger versus the quarter-pound hamburger.
- Look at nutrition information provided by the restaurant before making your selection.

APPLY (Middle School)

Use information from the American Heart Association website to make healthier choices of where and what to eat. See the Technology Challenge below.

Technology Challenge

(Middle School • Teen)

Go to the American Heart Association website:

<http://www.americanheart.org>. From the "Healthy Lifestyle" menu item on the left, select "Diet and Nutrition." Under "Related Items," click on "Tips for Eating Out." On the left of this web page is a list of types of cuisines (Cajun, Chinese, French, etc.). Click on your favorite type of cuisine and review the healthier choices within that cuisine. At the bottom of the restaurant list is a "Checklist for Eating Out." Check it out!

Look again at the menus from local restaurants in Activity 2. According to the American Heart Association website, which restaurants offer healthy choices?

Discussion

DO (Teen) ⌚ 20 minutes

Introduce teens to the statistics regarding eating out, particularly at fast food restaurants. (See Instructor Essential Information.) Discuss how advertisements encourage you to make food choices.

Lesson 6: Eating Out

? Ask: Which ads grab your attention? Why? Discuss what might work in getting a healthy message across to teens.

? Ask: What motivates you to select fast food?

? Ask: What health concerns do you have at your age that advertisers try to appeal to?

? Ask: What are acceptable alternatives to high fat and high calorie fast foods that you like?

PREPARATION

🕒 5 minutes

SUPPLIES

- Flip chart
- Paper
- Pencils
- Props for staging youth commercials

Activity 1 – Lights, Camera, Action!

DO (Teen) 🕒 60 minutes

Divide youth into working groups of 3-5 teens. Have teens develop a television commercial promoting a healthy fast food restaurant. The restaurant may be entirely made up or may be an existing restaurant or chain. Challenge each group to be creative, informative, and explicit in the types of foods they would offer at this establishment. Have each group present their commercial. You might offer TV Cleo Awards!



APPLY (Teen)

Collect fast food Nutritive Value Charts when you visit a fast food restaurant and bring them to the Center for discussion.

Technology Challenge

(Teen)

Here are several sites teens can use to select and evaluate fast food meals: <http://fatcalorie.com> and <http://healthchecksyste.ms.com/ffood.htm>.