

# LESSON 3:

## Lifestyle Balance



### Why This Lesson Is Important

It doesn't matter how much you love ice cream, too much will make you sick! Too much or too little of anything can harm you and your body. Balance is essential for personal health, security and success. But what does balance mean? You will examine the keys to your emotional and physical health and other elements of a balanced lifestyle.

### What you will DO in This Lesson

*Distinguish elements of a balanced lifestyle*

### You Will Show That You Have Learned This Skill By:

- completing calculations on the *It All Adds Up* worksheet
- analyzing the impact of exercise on heart rate
- calculating your blood pressure
- completing and adding the *Personal Time Budget* and *Time Tracking* worksheets to your JLC Portfolio
- assessing your existing support network and environment

### Your Performance Will Be Successful When:

- *It All Adds Up* worksheet tracks food and drink consumption for at least four days
- information for all tracked food and drink items is complete on the *It All Adds Up* worksheet
- daily recommended servings are completely assessed on the *It All Adds Up* worksheet
- heart rate was measured after every activity and interval listed on the *Listen to My Heart* worksheet
- your position is effectively supported and communicated during the Food Court Debate
- *Time Tracking* worksheet tracks how you spent your time for at least four days
- *Personal Time Budget* worksheet compares your estimates to how your time is actually spent
- the four questions at the end of the *Personal Time Budget* worksheet are completed
- the *40 Assets Checklist* is completed
- JLC Portfolio includes the completed *It All Adds Up*, *Listen to My Heart*, *Under Pressure*, *Time Tracking* and *Personal Time Budget* worksheets and the *40 Asset Checklist*

### Things you'll learn along the way:

- Relate how nutrition impacts health
- Distinguish between emotional and mental health (stress and sleep)
- Identify how changes in overall health can impact behavior and function
- Contrast a balanced lifestyle to an unbalanced lifestyle

### Vocabulary

**Aerobic**

**Anaerobic**

**Calories**

**Circadian Sleep**

**Eustress**

**Serving Size**

## PART 1: Learning Activities

1. READ the quote, "Many people seem to think that success in one area can compensate for failure in other areas. But can it really? True effectiveness requires balance."

What does this mean to you? DISCUSS this as a class.

The man who said this is Stephen Covey, author of the extremely successful book, *The 7 Habits of Highly Effective Teens*. We will explore three of those habits in this Learning Plan. Take a minute to READ these first three habits.

### The INSIDE Habits

Habit 1: BE PROACTIVE Take responsibility for your life. Being proactive is more than taking charge. It is accepting responsibility for your own behavior (past, present, and future) and making choices based on your values instead of your moods. Proactive people *choose* not to be victims, to overreact or to blame others.

Habit 2: BEGIN WITH THE END IN MIND Control your own destiny or someone else will. Define your mission and goals in life. (We will write down these goals later in the class.) Everything is created twice, first mentally and then physically. People and teams create their own futures by establishing a mental vision and purpose for anything they attempt to do. They don't just live day to day without a clear purpose in mind. They mentally identify and commit themselves to the principles, values, relationships and purposes that matter the most to them.

Habit 3: PUT FIRST THINGS FIRST This concerns your ability to use your "will" and "won't" power. You need to plan ahead and prioritize—do the most important things first. Putting first things first means to organize and carry out your vision of who you want to be. Never take your eye off your vision and always keep the main thing the main thing.

With a partner, WRITE a "tweet," a one sentence definition or summary of each Habit that is no longer than 140 characters, including spaces. Be ready to SHARE this with the class.

**Be proactive tweet:** \_\_\_\_\_

**Begin with the end in mind tweet:** \_\_\_\_\_

Put first things first tweet: \_\_\_\_\_

\_\_\_\_ 2. How do you THINK the first three habits of *Highly Effective Teens* relate to your health and lifestyle balance? WRITE your thoughts in your Student Learning Guide.

**Think About It**

**BE PROACTIVE.** *How does this relate to me?*

**BEGIN WITH THE END IN MIND.** *How does this relate to me?*

**PUT FIRST THINGS FIRST.** *How does this relate to me?*

\_\_\_\_ 3. Let's examine your health habits. TRACK your health elements: what you eat and how much you exercise for at least four days. Then, everyday, for the next few days, write down all food and drinks you consume, as well as any exercising you do. Use the Calories Calculator ([www.myfoodapedia.gov](http://www.myfoodapedia.gov)) or some other resource to DETERMINE the calories, fat and sugar in the foods you eat every day. If you are not sure, or don't see your food listed, look at the nutrition label when you get home. If that's not possible, ask your teacher for help. Remember to try to remain true to what you would normally eat. Take a few minutes now to start RECORDING what you have had to eat and how much exercise you have had so far today. If you don't know the number of calories or amount of fat and sugar in your food, and you can't get to a computer, leave that blank for now. You will SUBMIT this worksheet to your teacher for a grade.

\_\_\_\_ 4. For this activity, you will need a Partner, the *Listen to My Heart* worksheet, the *Under Pressure* worksheet, a place to run, and a stopwatch or watch with a second hand for both of you. FOLLOW the directions on the *Listen to My Heart* worksheet. With your Partner, RECORD your heart rate after each activity listed.

Once you and your partner have completed this sheet, have the medical professional (school nurse, local health care professional, etc) in your class measure your blood pressure. WRITE this down on the *Under Pressure* box below. Your teacher will check these sheets for a grade.

# It All Adds Up!

Age:            Gender:        Height:        Weight:        Level of activity:

Your Calorie Intake Goal is 2,000 – 2,200        **Meal Codes:** *Breakfast = B    Lunch = L    Dinner = D    Snack = S*

**Food Group Codes:** *Grains = G        Vegetables = V        Fruits = F        Oil = O        Dairy = D        Protein = P*

DAY	FOOD/DRINK	MEAL	SERVINGS	FOOD GROUP	CALORIES	FAT & SUGAR CALORIES
1	SAMPLE: <i>Frosted Cereal</i>	<i>B</i>	<i>2</i>	<i>G</i>	<i>300</i>	<i>118</i>
1	<i>Whole Milk</i>	<i>B</i>	<i>1</i>	<i>D</i>	<i>146</i>	<i>70</i>
1	<i>Frosted Doughnut</i>	<i>S</i>	<i>1</i>	<i>G</i>	<i>275</i>	<i>213</i>
1	<i>Soda</i>	<i>S</i>	<i>1</i>	<i>--</i>	<i>155</i>	<i>154</i>

<b>DAY</b>	<b>FOOD/DRINK</b>	<b>MEAL</b>	<b>SERVINGS</b>	<b>FOOD GROUP</b>	<b>CALORIES</b>	<b>FAT &amp; SUGAR CALORIES</b>

## WEEKLY TOTALS

Add up the totals for each column for every day you tracked.

DAY	TOTAL CALORIES	FAT & SUGAR CALORIES	% OF CALORIES THAT COME FROM FAT & SUGAR
DAY 1			
DAY 2			
DAY 3			
DAY 4			
DAY 5 (OPTIONAL)			
DAY 6 (OPTIONAL)			
DAY 7 (OPTIONAL)			

Did you hit every food group every day? Did you meet the recommended daily allowance of each group? Let's see:

Food Group	Girls	Boys	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Grains	5 ounces	6 ounces							
Vegetables	2 cups	2.5 cups							
Fruit	1.5 cups	1.5 cups							
Oils	5 teaspoons	5 teaspoons							
Milk/Diary	3 cups	3 cups							
Protein (Meat/Beans)	5 ounces	5 ounces							

The average healthy teenager needs between 2,000 and 2,200 calories a day. This will vary depending on your height, weight, age, gender and level of activity. However, the number of calories from fat does not vary—30 percent of your calories or less should be calories from fat. When looking at calories, consider the following:

- One gram of protein = 4 calories
- One gram of carbohydrates = 4 calories
- One gram of fat = **9 calories!**



Be careful of how much fat—from oils, meats, nuts and other sources—you consume.

## It's All in the Label

Check out a sample Nutrition Facts Label. In 1990, food manufacturers were mandated to list the nutrition facts on their packaging. Sometimes, these labels can be misleading as they list the nutrition value of a serving size, and not for the entire package or bottle. For example, a small frozen meal, with 2 cups of food inside, may claim to feed two people instead of the assumed one person, and the calories, salt and fat are actually double if you eat the entire contents.



Did you know that **40 percent** of the calories consumed by 2-14 year olds are “empty calories”? ([www.nutrition.gov](http://www.nutrition.gov))

Sample label for Macaroni & Cheese

① **Start Here** →

② **Check Calories**

③ **Limit these Nutrients**

④ **Get Enough of these Nutrients**

⑤ **Footnote**

Nutrition Facts	
Serving Size 1 cup (228g) Servings Per Container 2	
Amount Per Serving	
<b>Calories</b> 250	Calories from Fat 110
	<b>% Daily Value*</b>
<b>Total Fat</b> 12g	<b>18%</b>
Saturated Fat 3g	<b>15%</b>
Trans Fat 3g	
<b>Cholesterol</b> 30mg	<b>10%</b>
<b>Sodium</b> 470mg	<b>20%</b>
<b>Total Carbohydrate</b> 31g	<b>10%</b>
Dietary Fiber 0g	<b>0%</b>
Sugars 5g	
<b>Protein</b> 5g	
<b>Vitamins</b>	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

\* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Sat Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

⑥ **Quick Guide to % DV**

- 5% or less is Low
- 20% or more is High

Source: USDA

## Hidden Calories Activity Chart

**Directions:** Using the chart below, adjust the calorie count for a single serving (8 ounces) for each drink. Then, use this information to complete the “What’s in Your Cup?” scenario assigned by your instructor.

DRINK	CALORIES	ADJUSTED CALORIE COUNT	HEALTHIER SUBSTITUTE
Apple juice, bottle (16.75 ounces)	251		The calories from these drinks come from sugar and high fructose corn syrup and not from the fruit itself. Substitute 100% juice for the full benefits of fruit and natural sugars. For fewer calories, water down your 100% juice with water or ice.
Café latte with whole milk (20 ounces)	306		A good place to start is to go with a smaller size. You can also cut back on calories if you use reduced fat or nonfat milk.
Coffee, with 2 Tbsp cream and 2 tsp sugar (8 ounces)	140		As coffee has few calories, the best way to reduce the calorie and fat content here is to find low cal alternatives to cream and sugar. Try whole, reduced fat or nonfat milk instead of cream.
Energy drink (8.3 ounces)	110		The best way to get energy that lasts throughout the day is to get enough sleep, eat balanced meals and exercise.
Fruit Smoothie, tropical flavor, Fast food (21 ounces)	548		This drink is made with real fruit and a LOT of fruit syrups, which means a lot of sugar and little nutritional value. To reduce calories and boost the nutritional content, try one made from reduced fat milk, low-fat or nonfat yogurt.
Fruit-Vegetable Drink, small sip box (6.75 ounces)	70		These drinks aren’t as bad because of the added nutritional value of the whole fruits and vegetables. To lessen the calorie count, you could buy a bottle and dilute it slightly with water; this helps your bottom line and your wallet.
Lemonade Drink, can (12 ounces)	120		Want some lemon with your sugar? This one drink can supply up to 69 percent of your daily recommended carbohydrate requirements through sugar alone! Consider buying a lemon and making your own lemonade.
Lemonade Drink, powdered (12 ounces)	156		The number one ingredient? Sugar! Look for sugar free, or better yet, make the real thing using the recipe on a lemon juice bottle.
Milk, flavored with chocolate powder (8 ounces)	230		The first ingredient is sugar! Two-thirds of the calories come from whole milk, so use reduced fat or low fat milk instead. However, you would be better off with this than with chocolate syrup. Best yet, skip the flavoring and just drink the milk!



<b>DRINK</b>	<b>CALORIES</b>	<b>ADJUSTED CALORIE COUNT</b>	<b>HEALTHIER SUBSTITUTE</b>
Milkshake, Chocolate, Fast Food, large (22 ounces)	582		If you have a craving and HAVE to have a milkshake, consider using milk or ice cream alternatives, such as yogurt and soy milk. Don't forget to make it a smaller serving size, too.
Orange-flavored drink, 1 pouch (7 ounces)	100		Although the calorie count isn't too bad, this drink is loaded with sugar and light on fruit juice. Opt for a smaller serving of 100 percent fruit juice (6 ounces) and dilute it with a little water (2 ounces) for a healthier alternative.
Orange flavored sports drink (20 ounces)	122		Shop among different brands—some have fewer calories than others and most make a low-cal version. Don't forget that these drinks are loaded with salt, so it's best to use them as intended: to replace the electrolytes the body loses from sweating, vomiting or diarrhea.
Soda, can (12 ounces)	155		Soda has little nutritional value and can cause damage to your body over time. High in sugar and sodium, you are better finding a diet soda instead. The best thing to do is to find an alternative to soda!
Soda, fountain (20 ounces)	258		Once again, soda has little nutritional value and can cause damage to your body over time. Fountain sodas carry more calories hidden in those cool cups, especially since they tend to be sweeter than soda in a can. You can limit the calories by loading up on ice, but then you are paying for ice! If you must have soda, plan ahead and put a 12 ounce can in a large cup with ice. Better yet, skip the soda altogether!
Tea, hot, with 2 Tbsp cream and 2 tsp sugar (8 ounces)	138		The calories aren't in the tea, or coffee, for that matter. Cut back on the cream and consider cutting back on sugar. An even healthier option would be to switch to a non-caffeinated tea, such as herbal tea, and skip the cream and sugar altogether.
Tea, iced, popular peach flavored and sweetened, 1 bottle (16 ounces)	200		Opt for the diet version, or brew your own tea and add a small amount of honey or sugar to the hot water to sweeten it.
Water (12 ounces)	0		None! Water gives your body the hydration it requires to perform at its best. So go ahead and drink lots of water—here's to your health!

### TO ADJUST THE CALORIE COUNT TO A DRINK OF 8 OUNCES:

By law, a serving size of a beverage is 8 ounces, or 1 cup. To convert your drink calories to a single serving size, complete the following calculation:

**STEP 1:** You need to know the size of the drink, in ounces, and the number of calories for that drink.

**STEP 2:** Multiply the calories by eight.

**STEP 3:** Divide that answer by the number of ounces.

**STEP 4:** The answer is the number of calories you would consume if that drink were 8 ounces in size.

TIP: If your serving size is 16 ounces, then simply divide the calorie count by 2 for your answer.

**BOTTOM LINE:** If you truly want to maintain a healthy weight, and a balanced diet, then **FIRST THINGS FIRST:** use your Will and Won't Power. Plan your drinks ahead and then use your will power to stick to your plan. If you give in to temptation and drink a high calorie drink, opt for one made with naturally occurring ingredients and not chemical or manmade ingredients. Also try to consume the smallest size possible and save your health AND your wallet!

## Hidden Calories Activity Chart

### Directions

How many calories do people drink in a day? On the *Hidden Calories* chart, you will find a list of common drinks people may consume on a regular basis. Each one has the number of calories you would find in a typically sized drink. The USDA requires that food manufacturers list the Nutritional Facts for a common serving size so that you can compare two different items more easily. With a partner, follow the directions to calculate how many calories are in an 8-ounce serving for each drink. (You will need this information for the next activity.)

### Scoring Guide

	Criteria	Ratings
1.	Every drink listed has a calculation in the Adjusted Calorie Count column.	complete not complete
2.	All calculations were made for an 8-ounce serving size.	complete not complete
3.	All calculations are correct.	complete not complete

- \_\_\_ 3. For this activity, you will need a partner, the “Listen to My Heart” worksheet, the “Under Pressure” worksheet, a place to run, and a stopwatch or watch with a second hand for both of you. FOLLOW the directions on the “Listen to My Heart” worksheet. With your partner, RECORD your heart rate after each activity listed.

## LISTEN TO MY HEART WORKSHEET

**First, practice measuring your heart rate.**

1. Use one of the following points to feel your heartbeat:
  - a. Place your thumbs under the jugular artery under the jaw.
  - b. One inch under the wrist and between the bone and the edge of your arm.
2. Make sure you are calm and did not run or exert yourself in the past five minutes. Sit down.
3. Have your partner watch the time while you count the number of times you feel the pulse of the heartbeat. You only need to do this for 10 seconds.
4. Multiply that number by 6. So, if you felt 12 pulses or heart beats in 10 seconds, then your resting heart rate is 72. The average resting heart rate is 70.
5. Record your resting heart rate. Repeat this with your partner.

**Now, take turns doing the activity listed, then measure the heart rate for each time interval listed.**

ACTIVITY	PULSE RATE	AFTER 1 MINUTE	AFTER 2 MINUTES	AFTER 3 MINUTES	AFTER 4 MINUTES (OPTIONAL)	AFTER 5 MINUTES (OPTIONAL)
Sitting (resting rate)		-----	-----	-----	-----	-----
Walking in place (for 1 minute)						
Jumping Jacks (for 1 minute)						
Sprinting (100 meters)						
Sprinting (200 meters)						

If you have time, **discuss** your findings with the class and record your findings:

1. What difference did you observe in how long it took a person's heart rate to return to its resting rate, if it did?
2. Whose heart rate returns to resting faster: boys or girls?
3. Which students in your class play an organized sport? Did their heart rates return to resting more quickly?
4. How do you think this activity measures the strength of your heart?

Once you and your partner have completed this sheet, have the medical professional (school nurse, local health care professional etc) in your class measure your blood pressure. WRITE this down on the "Under Pressure" box below. Your teacher will check these sheets for a grade.

## Under Pressure

Blood pressure refers to the amount of pressure on one's arteries every time the heart beats. This rate is given in two parts: your systolic pressure and the diastolic rate. Your systolic rate is the pressure exerted on your arteries by your heart beat. The diastolic rate measures the pressure on your arteries when your heart is NOT beating. Your blood pressure compares the two numbers. The average blood pressure for adults is 120/80, and the average for teens may be lower.

Your blood pressure should be taken when you are resting and relaxed. Write down your blood pressure:

(Systolic BP)

-----

(Diastolic BP)

## PART 2: Learning Activities

1. GET into your groups and get ready for a challenge! CLEAR your desks or tables to give yourselves enough space to work. TAKE the 10 full sheets of newspaper and a roll of masking tape from your instructor. You have 10 minutes to BUILD the tallest structure that can stand. The tallest structure in the class that can stand on its own WINS the challenge.



### What's in a Name?

There are more **calories** hidden in your drink than you think. What is a calorie? Technically, it is the amount of energy needed to raise the temperature of 1 kilogram of water 1 degree Celsius. So, it's energy, and that's good, right? It can be. Everyone has a certain amount of calories they need to consume to have the energy they need to do a day's worth of activities. This amount is based on your age, weight, height, activity level and metabolism. If you consume more calories than your body needs, your body stores it as fat. This can lead to obesity, a medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on health, leading to reduced life expectancy and/or increased health problems. Obesity increases the likelihood of various diseases, particularly heart disease, Type 2 diabetes, breathing difficulties during sleep, and certain types of cancer. Obesity is most commonly caused by a combination of eating too many calories, a lack of physical activity, and genetic susceptibility.

But guess what? Consume too few calories and it may cause your body to go into "starvation mode," forcing it to produce and store more fat. So what's the answer to keeping your weight where it should be? Why, balance, of course. Eat a nutritious diet that is balanced, meaning it has the right proportions of all of the main food groups—give to your body the nutrients and calories it needs.

BEGIN WITH THE END IN MIND. What is your weight goal? Trying to gain weight? Lose weight? Maintain a healthy weight? Keep in mind that your weight is not always a good measure of health, nor are the number of calories you intake. In your body, muscle weighs more than fat, so students who are involved in sports or are body builders could calculate their Body Mass Index and come out in the “heavy” or even “obese” categories. The bottom line is to make sure you feel healthy and you are active enough to burn the calories you consume.

This is something YOU can control! Use the information you learned about your calorie intake to plan your diet accordingly. Keep in mind that your diet is only one factor that influences your weight—your activity level will also impact how much you weigh. And remember that the number of calories does not always determine health, Where those calories come from and nutrition balanced also impact health. Stick with the recommended number of servings of grains, vegetables, fruits, oils, dairy and



## Tips for Smarter Eating

- Track what you eat. Awareness makes it easier to eat smarter.
- Understand the difference between the serving size listed on the Nutrition Facts Label and a portion.
- Eat more slowly. This is tough in busy times, especially when you only have 15 minutes to eat lunch! One way to accomplish this is to eat with friends or family. Talking will help you eat more slowly. Another way is to eat with your less dominant hand; if you are right-handed, eat with your left hand. It’s tricky but will help you to slow down.
- Enjoy your food! Relish the taste and texture of your food. Eating is as much a pleasure as it is a necessity. (We tend to overeat when we eat mindlessly rather than when we don’t pay attention to what we are eating.)
- Drink an 8-ounce glass of water with each meal. This will help provide your body with the water it needs, and make you feel full without eating as much.

***Happy eating!***

## Sabotage!

You are eating healthy, well-balanced meals and you notice you feel like you have less energy and are gaining unwanted weight. The culprit may be what's in your drink. Drink soda? Coffee? Fruit drinks? Lattes? Shakes? They can hurt your balance. Even fruit juice, if it's not 100% juice, will only add more sugar to your body, which will give you a boost and then make you crash. It also lacks the nutritional value of the whole fruit. Did you know that beverages account for 22 percent of calories in the average American diet? When people drink their calories, they do not normally compensate for those calories by eating less. So how many extra calories are we talking about?

- \_\_\_\_ 2. Get into your GROUPS and CALCULATE the drink calories you would find in one serving of the drinks listed in the *Hidden Calorie Chart*. FOLLOW the directions on the sheet to find out how to make these calculations. CHECK your math to make sure you have the right answers.

How many hidden calories do students consume in a day? In your groups, CALCULATE how many extra calories are consumed in the *What's In Your Cup* student scenario assigned by your teacher.

SUBMIT your completed assignment for a grade.



## WHAT'S IN YOUR CUP? DRINK SCENARIOS

Refer back to the *Hidden Calories* activity to analyze your *What's in Your Cup?* scenario. Be sure to correctly identify all drinks from your student's scenario. Calculate the number of calories in the size of each beverage and then add them up for the total number of drink calories consumed by that student in one day. Using full sentences, provide feedback to your scenario's student, including two positive things about your student's choices and two things your student should change for better nutritional balance.



**Be sure to check for any spelling errors and read your answers aloud to check for grammar mistakes. This assignment will be turned in for a grade.**

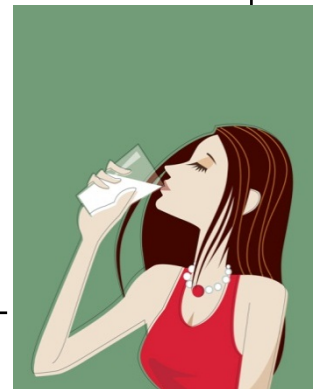
### **KENDRA**

Kendra is very picky about what she eats so she tries to get vitamins from what she drinks. She drinks a bottle of 100% apple juice, 16.75 ounces, every morning and chocolate milk (12 ounces) made with powder with lunch. Kendra has read the Nutrition Facts Label and knows the powdered chocolate has added vitamins and minerals in it. With dinner, she'll drink a fruit drink from a box or pouch (7 ounces). She figures these drinks during the day help make up for the nutrition lacking in her food choices.

**Kendra's Calorie Count:**

**What's good about Kendra's choices?**

**Your advice to Kendra for better balance:**





## **NICK**

Nick is lucky—he can eat anything he wants and never gain weight. Nick spends a lot of his time hanging out with his friends, usually at the mall or their favorite fast food joint. On average, Nick will drink at least one 20 ounce latte, two 12 ounce cans of soda and at least one large chocolate milkshake (22 ounces) every day. Nick's starting to get concerned that he will need to get a job soon because it's expensive to hang out with his friends!

**Nick's Calorie Count:**

**What's good about Nick's choices?**

**Your advice to Nick for better balance:**



## AHMED

Ahmed works very hard in school and picks his drinks to help him perform better. He gets up late and usually skips breakfast but will drink an energy drink to wake him up (8.3 ounces). Actually, he drinks at least three of these each day because his energy drops after lunch and after dinner. To mix things up a bit, Ahmed will also have one soda during the day—with caffeine, of course. Ahmed has trouble sleeping and wishes they made an “anti-energy” drink!

**Ahmed’s Calorie Count:**

**What’s good about Ahmed’s choices?**

**Your advice to Ahmed for better balance:**



## JANA

Jana is very conscious of what she eats and understands the value of water; she has at least four glasses every day. As an honors student, she doesn't have much time to eat balanced meals but snacks a lot on carrots and celery. Recently, during an outdoor fundraiser, Jana fainted for the first time. Sure it was hot outside, but she couldn't understand why she fainted when all she ever drinks is water.

**Jana's Calorie Count:**

**What's good about Jana's choices?**

**Your advice to Jana for better balance:**



## **DESHI**

Deshi wants to do well on the football team but is self-conscious because he's thinner than most of the players. He tries to make sure he eats foods with lots of proteins, because he heard they are good for his muscles. He also loads up on two sports drinks and at least one large (21 ounces) fruit smoothie , with protein powder added in, a day. Deshi knows that famous sports figures do the same thing because their pictures are on the cup.

**Deshi's Calorie Count:**

**What's good about Deshi's choices?**

**Your advice to Deshi for better balance:**



## What's in Your Cup? Scenarios

### Target Competency

*Distinguish elements of balanced lifestyle*

### Directions

Use the calculations you made in the *Hidden Calories Chart* to complete the *What's in Your Cup?* scenario assigned by your instructor. Be sure to correctly identify all drinks from your student's scenario. Calculate the number of calories in the size of each beverage and then add them up for the total number of drink calories consumed. Using full sentences, provide feedback to your scenario's student, including two positive things about your character's choices and two things your character should change for better nutritional balance. Then check for any spelling errors and read your answers aloud to check for grammar mistakes.

### Scoring Guide

	Criteria	Ratings	
1.	You correctly identify all of the drinks consumed by the student in your scenario.	complete	not complete
2.	You correctly calculate the number of calories in each drink in the scenario.	complete	not complete
3.	You correctly calculate the total number of calories in your student's drinks.	complete	not complete
4.	You identify at least two things that are positive about your student's beverage choices.	complete	not complete
5.	You identify at least two things your student should do for better nutritional balance.	complete	not complete
6.	There are no spelling errors in your responses.	complete	not complete
7.	There are no grammatical errors in your responses.	complete	not complete

## PART 3: Learning Activities

1. Most people don't know the difference between a "portion," and what the United States Department of Agriculture (USDA) says is a **serving size**. Do you know what a serving size is? In your groups, USE the paper bowl and cooked spaghetti your instructor gives you to GUESS how much is in a serving size. The group with the closest answer wins this challenge.



With your instructor, USE the measuring cup to determine how much of each of the following food groups you should eat a day.

- Bread, cereal and other grains - 6 to 11 servings.
- Fruit - 2 to 4 servings.
- Vegetables - 3 to 5 servings.
- Milk, yogurt and cheese - 2 to 3 servings.
- Meat, poultry, fish, eggs, beans, nuts - 2 to 3 servings.
- Fats, oils and sweets - Use sparingly.

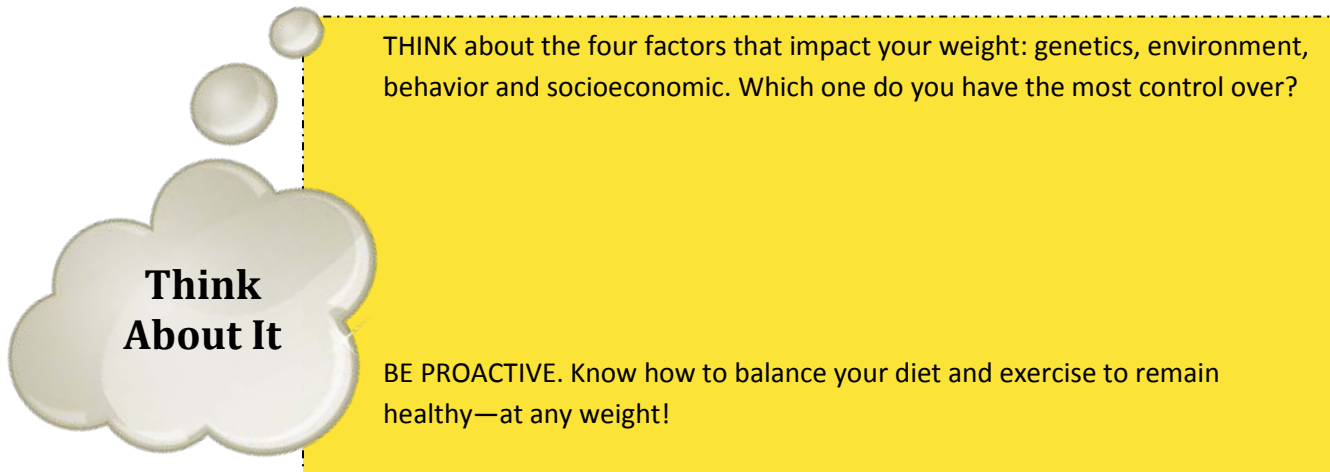
How does your diet measure up? Which food group are you the closest to consuming the correct amount each day?

Look at your *It All Adds Up* tracking sheet. Did you eat from all food groups every day? Write 1-2 sentences describing how your diet measures up.

**Think  
About It**

Which food groups are you the closest to consuming the correct amount each day?

- \_\_\_\_\_2. THINK about the four factors that impact your weight: genetics, environment, behavior and socioeconomic. Which one do you have the most control over? BE PROACTIVE! Know how to balance your diet and exercise to remain healthy—at any weight!



**Think About It**

THINK about the four factors that impact your weight: genetics, environment, behavior and socioeconomic. Which one do you have the most control over?

BE PROACTIVE. Know how to balance your diet and exercise to remain healthy—at any weight!

- \_\_\_\_\_3. FORM groups. TAKE the Nutrition Facts Label and “position” provided by your teacher—either “pro” (the food is nutritious) or “con” (the food is NOT nutritious). Your group has five minutes to ANALYZE the Nutrition Fact Label you have and BUILD your case that this food or drink item is or is not nutritious. FIND at least three facts in the label that support or prove your case. If you have extra time, PRACTICE your “closing argument” in your group, with a different student reading each fact you picked to support your case. When your teacher says that Food Court is in session, each case will go before the judges, the “Pro” group going first and then the “Con” group. You have one minute to PRESENT your case! Take a deep breath and show off your best persuasive skills. Once you hit one minute, the judges will cut you off, even if you are not finished. After both sides present their cases, the judges will have one minute to confer before they rule if the food is “healthy” or “not healthy.”

Depending on your role in this activity REVIEW the *Food Court Debate Scoring Guide* and *Food Court Assessment for Judges* in your SLG. Be sure to ACCESS and USE these during the activity.

### Nutrition Facts

Serving Size 1 bar (40g)  
Serving Per Container 20

**Amount Per Serving**

**Calories** 140 Calories from Fat 35

**%Daily Value\***

**Total Fat** 4g **6%**

Saturated Fat 1.5g **8%**

Trans Fat 0g

**Cholesterol** 0mg **0%**

**Sodium** 95mg **4%**

**Total Carbohydrate** 29g **10%**

Dietary Fiber 9g **36%**

Sugars 10g

**Protein** 2g

Vitamin A 0% • Vitamin C 0%

Calcium 10% • Iron 2%

\* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carb		300g	375g
Dietary Fiber		25g	30g

# Sample Only

### Healthy Snack Bar

Chicory Root Extract, Semisweet Chocolate Chips (sugar, chocolate liquor, cocoa butter, soy lecithin, natural flavor), Whole Grain Oats, High Maltose Corn Syrup, Rice Flour, Barley Flakes, Sugar, Canola Oil, Glycerin, Maltodextrin, Palm Kernel Oil, Honey, Tricalcium Phosphate, Soy Lecithin, Cocoa, Processed with Alkali, Salt, Fructose, Malt Extract, Baking Soda, Milk, Caramel Color, Natural Flavor. Mixed Tocopherols Added to Retain Freshness.

### Nutrition Facts

Serving Size 1 cup (257g)  
Serving Per Container 2

**Amount Per Serving**

**Calories** 260 Calories from Fat 100

**%Daily Value\***

**Total Fat** 11g **17%**

Saturated Fat 4g **20%**

Trans Fat 0g

**Cholesterol** 15mg **5%**

**Sodium** 750mg **31%**

**Total Carbohydrate** 570g **190%**

Dietary Fiber 30g **120%**

Sugars 7g

**Protein** 10g

Vitamin A 4% • Vitamin C 0%

Calcium 2% • Iron 10%

Niacin 10% • Phosphorus 10%

Selenium 30% • Manganese 15%

\* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carb		300g	375g
Dietary Fiber		25g	30g

# Sample Only

### Can of Spaghetti & Meatballs

Water, Tomatoes (Tomato Puree, Water), Meatballs (Beef and Pork, Water, Crackermeal (Wheat Flour, Niacin, Iron, Thiamine Mononitrate (Vitamin B1), Riboflavin (Vitamin B2) and Folic Acid), Salt, Soy Protein Concentrate, Caramel Coloring, Flavorings and Soybean Oil), Pasta (Whole Wheat Flour, Semolina Wheat Flour), High Fructose Corn Syrup, Less than 2% of: Cheese (Enzyme Modified Cheddar and Pasteurized Process Cheddar [Pasteurized Milk, Cultures, Salt, Enzymes], Water, Cream, Milkfat, Sodium Phosphate, Salt, Xanthan Gum, Vitamin A Palmitate and APO-Carotenal [Colors]), Sea Salt, Modified Corn Starch, Salt, Flavorings, Onion Powder, Citric Acid, Soybean Oil.





## Write It Here

WRITE at least one thing you learned about Nutrition Facts Labels, about the food you eat, or about persuasive speaking.



## Food Court Debate

### Scoring Guide

Scoring Guide		
	Criteria	Ratings
1.	You identify three facts that support your argument.	observed not observed
2.	You write out brief statements to read when presenting your case.	observed not observed
3.	You present only facts about the food product and not opinion.	observed not observed
4.	In your argument, you counter any facts that may be presented by the opposing side.	observed not observed
5.	Your argument is well organized and easy to follow.	observed not observed
6.	You are respectful and professional when communicating your case.	observed not observed
7.	You speak clearly so others understand you.	observed not observed
8.	You use appropriate grammar when speaking.	observed not observed
9.	You keep your argument to less than one minute.	observed not observed
10.	You recognize the value of the opposing side's arguments.	observed not observed
11.	You treat the judges' ruling with respect.	observed not observed

## Food Court Assessment for Judges

### Directions

Congratulations—you have been chosen to be a judge for Food Court! With that honor comes responsibility. As a judge, you will be graded on your ability to compare two arguments and judge the facts presented within those arguments. You will also be graded on your ability to tell fact from opinion. Finally, you and your fellow judges will be judged by your communication and reasoning skills. Perform this task well to show you are a leader!

### Scoring Guide

	Criteria	Ratings	
1.	You exhibit active listening skills (strong eye contact, take notes, provide positive non-verbal listening cues, ask clarifying questions).	observed	not observed
2.	You correctly identify any facts presented by a team.	observed	not observed
3.	You can tell the difference between fact and opinion.	observed	not observed
4.	You check information for accuracy.	observed	not observed
5.	You accept what each side says "as is," without filling in any gaps.	observed	not observed
6.	You let each team know when their time (one minute) is up.	observed	not observed
7.	You use effective interpersonal communication skills to arrive at an agreement when making a ruling in favor of one team over another.	observed	not observed
8.	You use one minute or less to arrive at a ruling with your fellow judges.	observed	not observed
9.	You clearly communicate the ruling.	observed	not observed
10.	You identify at least two reasons for the chosen ruling.	observed	not observed
11.	Your feedback to both sides is objective and consistent.	observed	not observed

## Take It Further

**OPTIONAL** With a partner, **SELECT** a vitamin or mineral found in food and **TELL** your teacher of your choice. **WORK** with your partner to strategize how you can research the required information. If possible, begin **RESEARCH** on your vitamin or mineral using encyclopedias, other library reference tools or the Internet. **IDENTIFY** at least three food sources for that vitamin or mineral, two ways that it helps our bodies, and one consequence of not getting enough of that vitamin or mineral.

**OBTAIN** a marker and a large sheet of paper. **CREATE** a visual of the "3-2-1" information you find and **PRESENT** it to the class.

### 3 Food sources for that vitamin

- 1.
- 2.
- 3.

### 2 Ways that it helps our bodies

- 1.
- 2.

### 1 Consequence of not getting enough of that vitamin or mineral

- 1.



## PART 4: Learning Activities

1. CHECK OUT your knowledge of the Learning Plan's Vocabulary Words.
2. Feeling tired? If you are, then so is your brain. Sleep is food for the brain. Important body functions and brain activity occur when you sleep, so skimping on sleep can be harmful. When you're tired, it's harder to get along with your family and friends. Also, it hurts your test scores and your performance on the court or on the field. When you do not get enough sleep, you are more likely to have an accident, injury and/or illness.

Here's how sleep deprivation can make it hard for you to achieve your Personal Best:

- Lack of sleep limits your ability to learn, listen, concentrate and solve problems. You may even forget important information like names, numbers, your homework or a date with a special person in your life.
- It can make you more prone to acne. Lack of sleep can contribute to pimples and other skin problems.
- It leads to aggressive or inappropriate behavior such as yelling at your friends or being impatient with your instructors or family members.
- It can cause you to eat too much or eat unhealthy foods like sweets and fried foods that lead to weight gain.
- It lowers your resistance to illness.
- It impairs your judgment, and makes it more likely you'll have an accident when using equipment or driving.



**Want to learn more? WATCH the NASA video on sleep. Adolescents need to get between 8.5 to 9.25 hours of sleep a night. How does your sleep measure up?** (Credit: NASA, [www.nasa.gov](http://www.nasa.gov))

- \_\_\_\_\_ 3. BE PROACTIVE! Sleep should be your first priority. Getting enough sleep will put you at your physical and mental best. It can also keep you from getting sick and make it easier for you to deal with problems. Believe it or not, plenty of rest can help you maintain positive relationships with others! So, be proactive! REVIEW your Time Budget and make sure you BUDGET enough time for a good night's rest.

GET OUT a piece of paper. In one sentence or less, WRITE a brief personal account of a time when lack of sleep influenced your performance or judgment. When did you mess up because of lack of sleep? Give your response to your teacher for a variation of the Friday Game.



- \_\_\_\_\_ 4. COMPLETE a *Minute Paper*. In one minute, write down the two most surprising things you have learned so far in this lesson plan and two questions you still have. GIVE your *One Minute Paper* to your instructor.
- \_\_\_\_\_ 5. How did your time tracking work out? Turn back to *Personal Time Budget* sheet and CALCULATE the actual time you spent on the various activities. How close were your estimates? Any surprises? Take a few minutes and RESPOND to the following reflective questions.

## Write It Here

In terms of balance, what are your current strengths?

What do you need to work on in terms of how you spend your time?

What do you need to do differently to become closer to your ideal self?



## PART 5: Learning Activities

1. READ about stress in the text below. Then, WATCH the NASA video, “Good Stress: Building Better Muscles and Bones.” TAKE NOTES in your book to prepare for a quiz. (Credit: NASA, [www.nasa.gov](http://www.nasa.gov))

Good stress, or **eustress**, is the force that gets you out of bed in the morning to get ready for school, work or whatever activities await you. It is what keeps you going in a marathon when you think that you can't run another foot. It is the deadline that prompts you to get your homework done or to perform well on the playing field. In other words, eustress is a positive stress that motivates us. Without it, we might become giant blobs of DNA that never attempt to achieve our physical, emotional and intellectual potential.

Bad stress, or *distress*, is the stuff that has created an entire industry of self-help books, events and TV shows. Stress can be created by influences such as work, school, peers or co-workers, family and death. People under constant distress are more likely to become sick, mentally and physically.

People often find ways of dealing with distress, in both negative and positive ways. Examples of positive ways are listening to music, performing calming exercises, participating in sports and similar healthy distractions. Negative ways often take the form of using drugs, abusing alcohol and lashing out in anger, which lead to addictions and, later, more stress.

**Add Your Notes Here:**



- \_\_\_\_ 2. TEST your knowledge about stress by ANSWERING the questions provided by your instructor.
- \_\_\_\_ 3. On a scrap piece of paper, quickly RESPOND to the following question, “What is your favorite thing to do when you get stressed?” SUBMIT this paper in to your instructor.
- \_\_\_\_ 4. Tired of getting ripped off? Learning good money skills now will help you live a longer, healthier and happier life down the road. But retail stores are trying to sabotage your personal financial balance! Did you know that advertising is also referred to as the “fine art of separating people from their money?” We’ll look at financial skills later in the program, but for now, let’s take a look at WHY you spend your money as you do. READ about the different tactics business owners use to separate you from your money.
- a. STATUS: They make you think that buying the product will improve your status with your friends and make you more successful.
  - b. PEER APPROVAL: They associate using the product with friendship and acceptance.
  - c. HERO ENDORSEMENT: They link the product to a famous person.
  - d. ATTRACTION: They make you think the product will make you more attractive.
  - e. ENTERTAINMENT: They make you think that if you use the product, life will be good and you will have more fun.
  - f. INTELLIGENCE: They associate the product with smart people who aren’t easily fooled by gimmicks or tricks.
  - g. INDEPENDENCE: They make you think that using the product will make you more independent and able to act and think for yourself.
  - h. UNFINISHED COMPARISON: They start a comparison that goes nowhere, such as, “Better at cleaning clothes.” Better than what?

Be a smart consumer and realize that all advertising is designed to separate *you* from *your money*. Keep your goals, needs and values in mind when shopping to KEEP FIRST THINGS FIRST and don’t let business owners lead you astray. You can also keep these tips in mind:

- Never buy anything on impulse. Wait 24 hours and see if the product matches your pre-established goals, needs and values. Then see if you still think it’s worth the price. Don’t let an ad or display lead you astray!
- Buy at the right time. If you plan and shop carefully, you will find that some times are better than others to buy certain items. Swimsuits are cheaper to buy in the fall after the swim season is over.
- Don’t buy things just because it has a brand name label. Be sure it’s the best quality. Sometimes off brands are just as good and have a much cheaper price tag!
- Realize that convenience has a price. Everyday items such as shampoo or soft drinks are much more expensive at convenience stores than at local grocery stores or large discount stores. Plan ahead to avoid higher prices.



\_\_\_\_\_ 5. You can't live a balanced lifestyle without a strong support system and a sense of safety. Assets come in many shapes and sizes, and sometimes the most valuable are the ones you can't buy. EXAMINE and COMPLETE the *40 Assets Checklist* on the next page. These assets represent your support system—the final element of personal success. Over the course of this program, you will review this Checklist and your answers. Although you can't control all of the items, you can control many. CIRCLE three items that you didn't check but can control. These might give you some ideas when we write goals later on in the class. Together, we can work to help you achieve these assets.



## Putting It All Together

You've done a lot this lesson to get a sense of how balanced your health is. Take your *It All Adds Up*, *Listen to My Heart*, *Under Pressure*, *Time Tracking* and *Personal Time Budget* worksheets, and the *40 Assets Checklist*, and use them to start your *Personal Health Portfolio*. You will need a one-inch binder with five sections in it—make your *Personal Health Portfolio* your third section and put these worksheets in this section. Then, turn your binder in to your instructor for a grade.



# an asset checklist

Many people find it helpful to use a simple checklist to reflect on the assets young people experience. This checklist simplifies the asset list to help prompt conversation in families, organizations, and communities. *NOTE: This checklist is not intended nor appropriate as a scientific or accurate measurement of developmental assets.*



- 1. I receive high levels of love and support from family members.
- 2. I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them.
- 3. I know some nonparent adults I can go to for advice and support.
- 4. My neighbors encourage and support me.
- 5. My school provides a caring, encouraging environment.
- 6. My parent(s) or guardian(s) help me succeed in school.
- 7. I feel valued by adults in my community.
- 8. I am given useful roles in my community.
- 9. I serve in the community one hour or more each week.
- 10. I feel safe at home, at school, and in the neighborhood.
- 11. My family sets standards for appropriate conduct and monitors my whereabouts.
- 12. My school has clear rules and consequences for behavior.
- 13. Neighbors take responsibility for monitoring my behavior.
- 14. Parent(s) and other adults model positive, responsible behavior.
- 15. My best friends model responsible behavior.
- 16. My parent(s)/guardian(s) and teachers encourage me to do well.
- 17. I spend three hours or more each week in lessons or practice in music, theater, or other arts.
- 18. I spend three hours or more each week in school or community sports, clubs, or organizations.
- 19. I spend one hour or more each week in religious services or participating in spiritual activities.
- 20. I go out with friends with nothing special to do two or fewer nights each week.
- 21. I want to do well in school.
- 22. I am actively engaged in learning.
- 23. I do an hour or more of homework each school day.
- 24. I care about my school.
- 25. I read for pleasure three or more hours each week.
- 26. I believe it is really important to help other people.
- 27. I want to help promote equality and reduce world poverty and hunger.
- 28. I can stand up for what I believe.
- 29. I tell the truth even when it's not easy.
- 30. I can accept and take personal responsibility.
- 31. I believe it is important not to be sexually active or to use alcohol or other drugs.
- 32. I am good at planning ahead and making decisions.
- 33. I am good at making and keeping friends.
- 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.
- 35. I can resist negative peer pressure and dangerous situations.
- 36. I try to resolve conflict nonviolently.
- 37. I believe I have control over many things that happen to me.
- 38. I feel good about myself.
- 39. I believe my life has a purpose.
- 40. I am optimistic about my future.

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# Personal Health Portfolio

## Target Competency

*Distinguish elements of a balanced lifestyle*

## Directions

In order to create a path to your Personal Success, we will develop artifacts, assignments, papers, slide shows, etc., that show your current skills, abilities and assets. You will use these to create a plan to achieve your personal best. So, let's start by creating a *Personal Success Portfolio*. A portfolio is a collection of documents that represent you and your work.

Follow the directions in your Student Learning Guide to complete the *It All Adds Up*, *Listen to My Heart*, and *Under Pressure* worksheets. (If your class is unable to perform the *Under Pressure* worksheet, include it in your portfolio and have your doctor fill it in during your next visit). Make sure these worksheets are complete before you add them to Health Section 3 of your *Personal Success Portfolio*.

Think back to the last lesson and add your *Personal Time Budget* and *Time Tracking* worksheets to this section of your Portfolio. Make sure that you tracked your time for at least four days, that you added the information from the *Time Tracking* worksheet to your *Personal Time Budget* sheet, and that you answered the four questions at the bottom of the *Personal Time Budget* sheet. Add both of these sheets to the Health Section of your *Personal Success Portfolio*. Review the criteria for the *Personal Health Portfolio* in this lesson to make sure you have met all of the requirements before you turn this in to your instructor.

Remember that these sheets, in addition to your *Time Tracking* and *Personal Time Budget* worksheets, help demonstrate how your current lifestyle can impact your health. Later in this program, you will need to analyze these sheets to set goals and determine what steps you need to take to improve your Personal Success.

## Personal Success Portfolio: Health Section Scoring Guide

	Criteria	Ratings	
1.	Portfolio includes the <i>It All Adds Up</i> , <i>Listen to My Heart</i> , <i>Under Pressure</i> , <i>Time Tracking</i> , <i>Personal Time Budget</i> worksheets and the <i>40 Assets Checklist</i> .	met	not met
2.	Caloric intake is correctly calculated on the <i>It All Adds Up</i> worksheet.	met	not met
3.	Food and drink intake are tracked for at least four days on the <i>It All Adds Up</i> worksheet.	met	not met
4.	The number of servings is documented for the food and drink listed on the <i>It All Adds Up</i> worksheet.	met	not met
5.	The food group is documented for the food and drink listed on the <i>It All Adds Up</i> worksheet.	met	not met

## Personal Health Portfolio (continued)

### Scoring Guide

	Criteria	Ratings
6.	The number of calories are documented for the food and drink listed on the <i>It All Adds Up</i> worksheet.	met    not met
7.	The number of calories originating from fat are documented for the food and drink listed on the <i>It All Adds Up</i> worksheet.	met    not met
8.	The amount of cholesterol is documented for the food and drink listed on the <i>It All Adds Up</i> worksheet.	met    not met
9.	All activities listed on the <i>Listen to My Heart</i> worksheet were performed.	met    not met
10.	Heart rate was measured for all activities and intervals for the <i>Listen to My Heart</i> worksheet.	met    not met
11.	<i>Time Tracking</i> worksheet tracks how you spent your time for at least four days.	met    not met
12.	<i>Personal Time Budget</i> worksheet includes estimates of how your time is spent.	met    not met
13.	<i>Personal Time Budget</i> worksheet includes calculations of how your time was actually spent.	met    not met
14.	The three questions at the end of the <i>Personal Time Budget</i> worksheet are completed.	met    not met
15.	The final question on the <i>Personal Time Budget</i> worksheet includes at least two practical steps you can take to make more free time.	met    not met
16.	The <i>40 Assets Checklist</i> is completed.	met    not met
17.	[OPTIONAL: Your blood pressure is documented on the <i>Under Pressure</i> worksheet.]	met    not met

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