



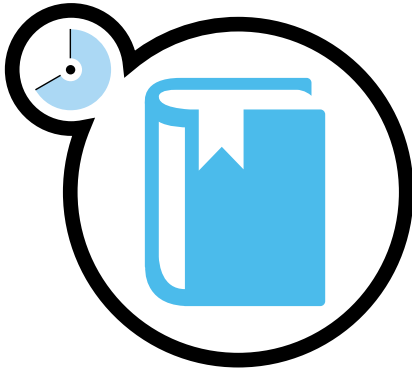
UNIT ONE:

ADDITIONAL ACTIVITIES

At the Tiger Woods Foundation, we believe in a new generation of bold, courageous youth. We inspire new perspectives and limitless possibilities. We provide opportunities to be someone.

CONTENTS:

- Healthy Guidelines 2
- Body Mass Index 3
- Slices of Time 5



HEALTHY GUIDELINES


PURPOSE:

Develop a shared set of guidelines for living a healthy lifestyle

MATERIALS:

White/chalk board, chart or paper
Plain paper
Art supplies (markers, crayons, colored pencils, etc.)

WHOLE GROUP:

1.  Ask students to think of a time when guidelines (rules or expectations) helped a group or team of which let they were a part.
2. Discuss the importance of working together as a group and developing a shared list of guidelines.



NOTE TO TEACHER:

Give the students examples to work with: sports team, a group project for school or a class.

SMALL GROUP:

3. Divide the class into small groups. Ask the class to create five to seven healthy guidelines/expectations they have for leading a healthy lifestyle.

EXAMPLE:

- Eat more fruits and vegetables
 - Eat breakfast every day
 - Exercise for at least 60 minutes every day
 - Get plenty of sleep
 - Limit sweets and desserts to two times a week
4. Have the groups record their guidelines on paper.
 5. Ask the students to create a poster that includes their guidelines, a group name, a motto and a symbol. The posters can be completed on the computer, construction paper, poster board or regular-sized plain paper. They also need to sign the posters.
 6. Bring the class together to share each group's poster.
 7. Display the projects in the classroom and continue to check in with students throughout the program about their guidelines.

FOLLOW-UP QUESTIONS:

1. What would happen to classes, organizations, life, etc., if there were no guidelines?
2. Can the guidelines we developed be used beyond this class?



BODY MASS INDEX

PURPOSE:

Determine if you fall within a healthy weight range


MATERIALS:

Scale
Tape measure
Calculator
Copies of BMI Chart

WHOLE GROUP:

1. Explain BMI to students using the information provided in Fast Facts.
2. Create a private space in the classroom or just outside the room and set up the scale and tape measure.
3. Pass out the BMI chart that includes the formula to calculate BMI. Students may begin calculating and plotting their BMI after the next step.

INDIVIDUAL:

4.  Tell the students you are going to weigh them and measure their height to determine if they fall within a healthy weight range. Explain to the students that their height and weight is for their information only and they do not need to discuss it with others. After they have been weighed and measured they may calculate and plot their BMI on the chart that has been handed out to them.
5. Bring the class back together and discuss. If the students are not happy with their BMI, ask them to think about behaviors they can change/practice to help them get to an ideal BMI number. Again, encourage students to see their doctor once a year to discuss their health.

FOLLOW-UP QUESTIONS:

1. Why is it important to maintain a healthy weight?
2. What behaviors can lead to achieving a healthy weight?



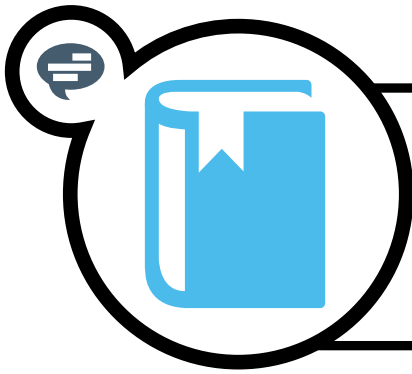
FAST FACTS:

Body Mass Index (BMI) is a calculation that uses your height and weight to estimate your body fat. BMI is not a perfect method, but it is a good way to determine how a young person is growing. Because muscle weighs more than fat, it is possible for a muscular person to have a high BMI and not be overweight. It is best to see your doctor once a year to discuss weight and get a full physical. Too much body fat can be a problem since it can lead to illness and other health problems.



NOTE TO TEACHER:

Weighing and measuring the students should always be optional. After you weigh and measure each student, start a quick conversation with them about their height and weight. Ask them if they feel comfortable with their body. Also, it is best to keep the class engaged in another activity while calling individual students back for weighing and measuring.



ADDITIONAL ACTIVITIES:

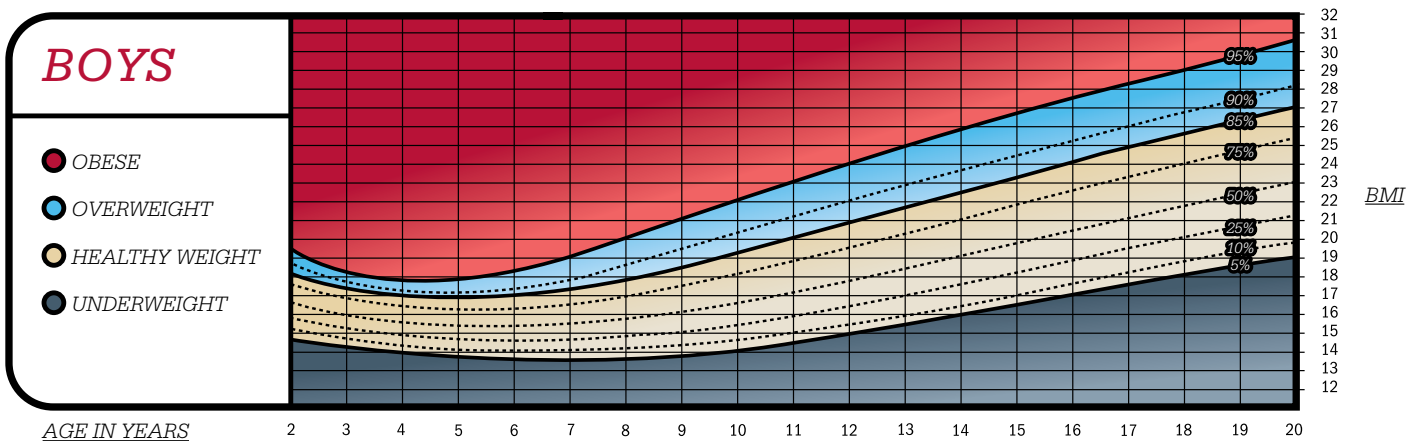
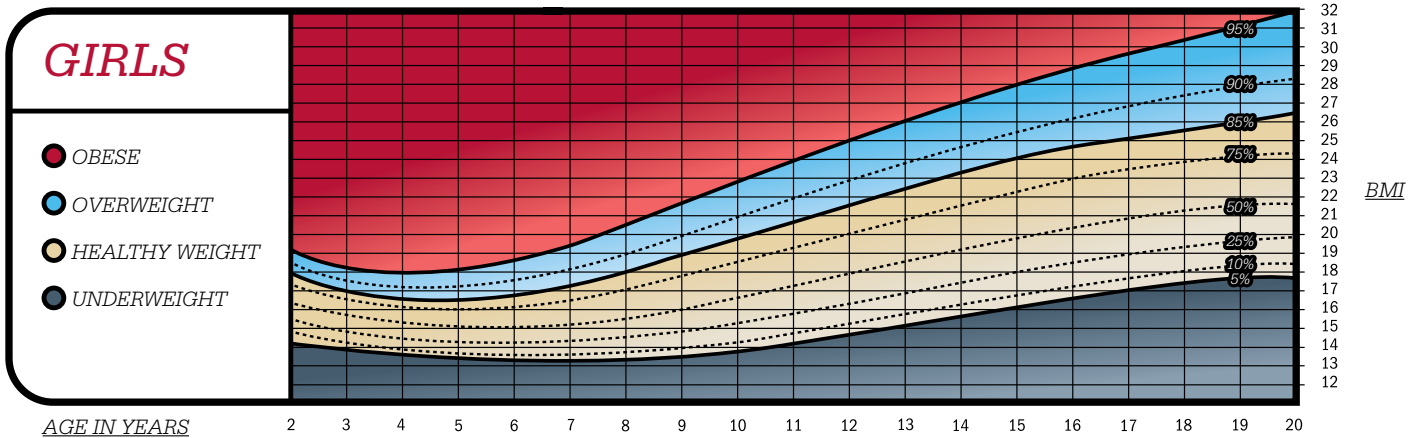
BMI CHART: NATIONAL STANDARDS FOR BODY MASS INDEX

DIRECTIONS:

Using the formula below, calculate your BMI using your weight and height. Once you determine your BMI number, use the appropriate chart below to determine which weight category you fall into by first finding your age then connecting it with your BMI number.

Formula to calculate BMI:

$$BMI = \frac{WEIGHT}{(HEIGHT\ IN\ INCHES)^2} \times 703 \quad MY\ BMI\ IS: \underline{\hspace{2cm}}$$





SLICES OF TIME

PURPOSE:

Determine how much time is spent on various activities throughout the day

MATERIALS:

Paper plates
Markers

WHOLE GROUP:

1. Give each student a paper plate. Ask them to divide the plate into pie slices that show how much time they spend on various activities. Students should focus on a typical day.
2. When students are finished, ask them to discuss with a partner how they spend their time. They should discuss the following questions:
 - Are you happy with how you spend your time?
 - Does any part of your day stress you out? Why?
 - Is there time in your day for physical activity?
 - How much of your day is spent doing something proactive for yourself?
 - How much of your day is spent doing nothing proactive?
 - How much time is focused on your health?
 - Is there anything you can change about the way you spend your time?
3. Bring the class back together and ask for volunteers to share their Slices of Time. Also ask for volunteers to answer a few of the discussion questions.
4. Hand out another paper plate to the students. Ask them to divide the plate into sections that demonstrate what their day could or should look like. Remind students they should be engaging in at least 60 minutes of physical activity daily and that they should make that a priority in their day.

FOLLOW-UP QUESTIONS:

1. Why was this activity important?
2. Were you surprised to actually see how you spend your day?



UNIT TWO:

ADDITIONAL ACTIVITIES

At the Tiger Woods Foundation, we believe in a new generation of bold, courageous youth. We inspire new perspectives and limitless possibilities. We provide opportunities to be someone.

CONTENTS:

- Nutrition Label IQ 2
- Informative Speech 4
- Vitamins, Minerals and Water Chart 5
- Presentation Outline 6



UNIT TWO: ADDITIONAL ACTIVITIES 15 minutes in length

NUTRITION LABEL IQ


PURPOSE:

Practice analyzing the food label

MATERIALS:

White/chalk board, chart or paper
Activity – Nutrition Label IQ

WHOLE GROUP:

1. Ask the students to share what they have learned about the food label. List their answers on the board, chart or paper.
2.  Pass out the activity Nutrition Label IQ and ask the students to complete the activity.
3. Bring the class back together and discuss the results. If more than one label was examined, categorize the labels from healthiest to unhealthiest.
4. Ask students to share how reading nutrition labels has helped them in making healthier food choices.

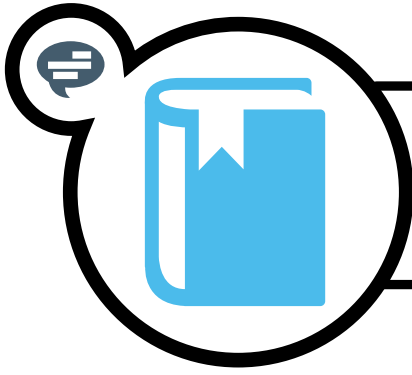


NOTE TO TEACHER:

The Nutrition Label IQ questions need to go with a nutrition label. Find a nutrition label of a popular snack food and make copies for the students. For a more in-depth activity, have the students examine a variety of labels to determine the healthiest and unhealthiest options. Many labels are available online or ask the students to bring in labels of their favorite foods. This is great activity to use as a review.

FOLLOW-UP QUESTIONS:

1. Why is reading nutrition labels important?
2. Do you think anything needs to change on the food label?



ADDITIONAL ACTIVITIES:

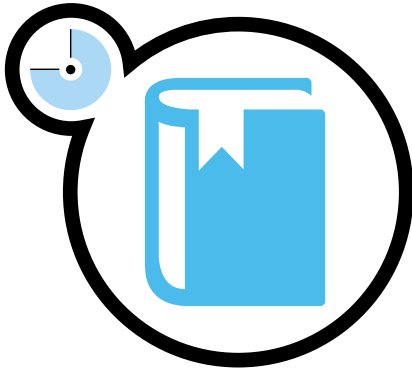
NUTRITION LABEL IQ

DIRECTIONS:

Examine the example nutrition label(s) and answer the following questions:

1. What is one serving size? _____
2. How many servings are in the entire package? _____
3. How many calories are in one serving? _____
4. How many calories are in the entire package? _____
5. Is the % Daily Value of fat, sodium and cholesterol less than 5% per serving? _____
6. What are the total fat grams in the entire package? _____
7. Is this snack a good source of fiber? _____
8. Do any of the vitamins or minerals listed have a % Daily Value above 20%? _____
9. What is the main ingredient in this product? _____
10. Is oil or sugar listed as one of the first three ingredients? _____
11. Do you see partially hydrogenated oil listed in the ingredients? What does that mean? _____

12. Do you think this is a healthy food choice? Why or why not? _____



INFORMATIVE SPEECH

PURPOSE:

Write and present an informative speech

MATERIALS:


White/chalk board, chart or paper
Vitamins, Minerals and Water Chart
Presentation Outline

WHOLE GROUP:

1. Ask the students to share what they have learned about vitamins and minerals.
2. On the board, chart or paper, define and discuss informative speech.

INFORMATIVE SPEECH:

A speech that informs and teaches the audience about a specific topic.

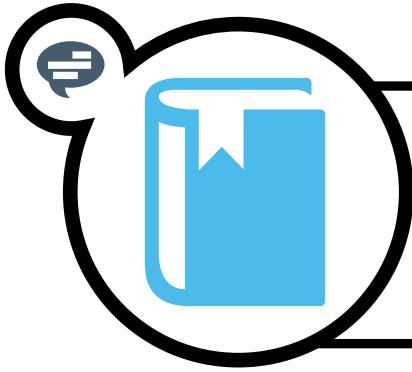
3. Divide the class into groups of two or enough groups to cover all the vitamins and minerals. Assign groups (or let them choose) a vitamin, mineral or water. Tell the students they will be creating and presenting an informative presentation to the class about their topic.
4.  Pass out the Presentation Outline and ask the students to use it as a guide for their presentations. Students may do an oral presentation or a PowerPoint, but they must include some type of visual aid or demonstration. Students may use the Vitamins, Minerals and Water Chart for more information. If computers with internet are available, have the students research their topic. Allow students 20 to 30 minutes to prepare for the presentations.
5. Ask the students to present their speech to the class.



NOTE TO TEACHER:

Helpful hints to create an informative presentation

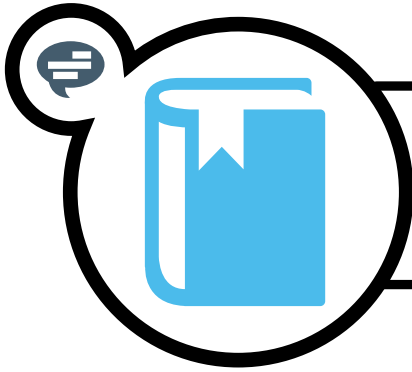
- Choose a topic.
- Make a plan and set some objectives you want to include in your presentation.
- Analyze your audience and use language they would understand.
- Research your topic using a wide range of resources.
- State the facts.
- Create vivid mental or visual images.
- Have a strong opening and closing.
- Practice, practice, practice.



ADDITIONAL ACTIVITIES:

VITAMINS, MINERALS AND WATER CHART

<u>VITAMINS AND MINERALS</u>	<u>HOW IT HELPS THE BODY</u>	<u>COMMON SOURCES</u>
<u>VITAMIN A</u>	Helps with vision Heals cuts & scrapes Promotes healthy skin Fights sickness	Orange fruits & vegetables Milk products Egg yolks Green leafy vegetables
<u>B VITAMINS</u>	Protects nervous system Encourages normal growth Helps release energy from nutrients	Whole grains Seafood Meat & Poultry Eggs
<u>VITAMIN C</u>	Builds immune system Heals wounds Protects from bacteria & viruses	Citrus fruit Berries Tomatoes Potatoes
<u>VITAMIN D</u>	Builds strong bones & teeth Absorbs calcium	Milk Fish Sunlight
<u>VITAMIN E</u>	Protects cells Maintains tissue Promotes healthy skin	Nuts Broccoli Spinach
<u>CALCIUM</u>	Builds strong bones & teeth	Dairy products Green leafy vegetables
<u>IRON</u>	Transports oxygen from lungs to the rest of the body	Meat Eggs Beans Whole wheat
<u>ZINC</u>	Helps process the nutrients we eat Helps cell growth Heals wounds	Beef Pork Legumes: beans, peas, lentils, peanuts
<u>POTASSIUM</u>	Regulates heart rate Balances fluids in the body	Bananas Tomatoes Broccoli Potatoes with skin
<u>WATER</u>	Metabolizes food Reduces body heat Removes toxins	Plain drinking water (Other liquids like juices and teas provide hydration, but water is the best source)



ADDITIONAL ACTIVITIES:

**PRESENTATION
OUTLINE**

1. Vitamin or Mineral? _____
2. How does this vitamin or mineral help the body? _____

3. Why are these functions important for health? _____

4. What are the food sources of this vitamin? _____

5. What are some meal or snack ideas for including this vitamin or mineral in your diet? _____

6. What health problems would arise if this vitamin or mineral were not consumed? _____

7. Draw or outline the type of visual aid or demonstration you will use to help clarify or support your ideas.
(EXAMPLES: poster, diagrams, charts or role play)



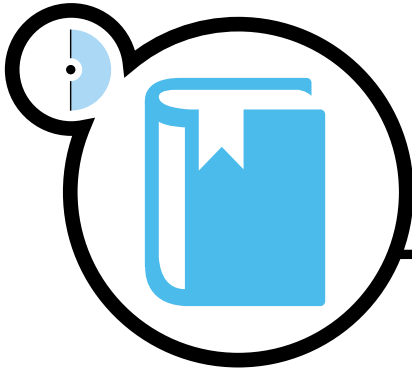
UNIT THREE:

ADDITIONAL ACTIVITIES

At the Tiger Woods Foundation, we believe in a new generation of bold, courageous youth. We inspire new perspectives and limitless possibilities. We provide opportunities to be someone.

CONTENTS:

- The Caustic Powers of Cola 2
- The Caustic Powers of Cola Activity 3



THE CAUSTIC POWERS OF COLA



PURPOSE:

Discover how cola affects certain objects

MATERIALS:

White/chalk board, chart or paper
Activity – Caustic Powers of Cola
Materials for experiment
(see experiment sheet)

WHOLE GROUP:

1.  Ask students to share what they have learned about soda. Record their answers on the board.
2.  Pass out the activity Caustic Powers of Cola and follow the procedures. This is a two-part experiment so allow some time to lapse between Part I and Part II.
3. Bring the class back together and discuss the results of the experiment.

FOLLOW-UP QUESTIONS:

1. What has this experiment taught you about soda?
2. Will you change any behaviors related to drinking soda?



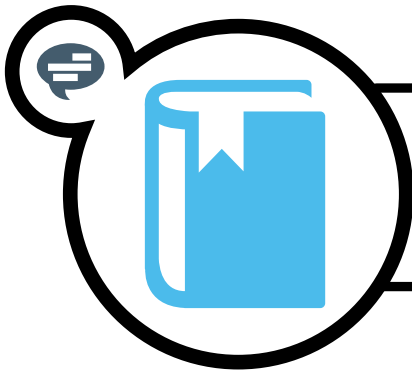
NOTE TO TEACHER:

Before conducting this experiment, start collecting objects you would like to test in the cola solution. Examples of items are listed on the experiment sheet.



NOTE TO TEACHER:

If digital scales are not available, conduct the experiment without weighing the initial and final mass of each object. Instead, visually observe the objects before and after they are submerged in the soda. Better results will be observed the longer the objects stay in the soda. Two to three days is a good starting point. You may choose to leave some objects in the soda jars longer than others. Adjust the activity to fit your needs.



ADDITIONAL ACTIVITIES:

THE CAUSTIC POWERS OF COLA

INTRODUCTION:

There are many rumors that cola is acidic enough to do a variety of tasks like remove freeway spills and stains, and clean corrosion and car engines. Are the acids found in soda really powerful enough to do just about anything? The following experiment will help put some truth behind rumors and demonstrate what the acids in soda can really do.

MATERIALS:

- Two liters of cola
- Galvanized nail
- Uncooked meat
- Boiled eggs
- Dirty penny
- Bone (from a chicken)
- Paper
- Clear jar with lid
- Graduated cylinder
- Digital scale
- Paper towels
- Paper plates

PROCEDURE: PART I - EXPERIMENTATION

1. Using the digital scale, obtain the mass of the galvanized nail, uncooked meat, boiled egg, dirty penny and the bone or other pre-determined objects. Record the initial masses and appearance in the table below.

<u>SUBSTANCE:</u>	<u>INITIAL APPEARANCE:</u>	<u>FINAL APPEARANCE:</u>	<u>INITIAL MASS:</u>	<u>FINAL MASS:</u>

2. Measure 600ml of cola and pour it into the container. Make sure the substance you have been assigned to test is submerged in the cola. Seal the container tightly with the lid.
3. Allow the cola and various substances to react for 48 hours or longer.



ADDITIONAL ACTIVITIES:

THE CAUSTIC POWERS OF COLA

PREDICTIONS:

1. What do you think will happen to your item? Why do you think this? _____

2. Which item do you think will produce the most interesting results? _____

PART II - CONCLUSION

1. Remove the items from the container of cola. If possible, rinse the items off and dry them with a paper towel.
2. Place a paper plate onto the digital scale. Then zero the scale. Place the assigned items onto the plate and record their mass in the Final Mass column in the table.
3. Record your information on the board and then record your classmates' data on your table.

FURTHER THINKING:

1. Which item lost the most mass? What happened? _____

2. Which item changed the most in appearance? Why did this happen? _____

3. Were your predictions correct or incorrect? Did anything surprise you? _____

4. Will you continue to drink cola or other soda after completing this experiment? _____



UNIT FOUR:

ADDITIONAL ACTIVITIES

At the Tiger Woods Foundation, we believe in a new generation of bold, courageous youth. We inspire new perspectives and limitless possibilities. We provide opportunities to be someone.

CONTENTS:

- Role Play 2
- Directions for Characters 3
- Recipe Modification 4



ROLE PLAY


PURPOSE:

Engage in a role play to practice healthy behaviors

MATERIALS:

White/chalk board, chart or paper
Directions for Characters
Envelopes

WHOLE GROUP:

1.  Ask students if it is difficult to eat healthy in certain situations or around certain people? List their responses on the board.
2. Divide the students into groups of three.
3. Read the following role play situation to the students.

SITUATION:

It is lunch time on a Saturday. A group of friends are going out to lunch at a restaurant. The group decides to go to the local fast food restaurant. They begin to look at the menu and are deciding what to order.

SMALL GROUP:

4. Give each group an envelope containing the Directions for Characters.
5. Ask each student to take a character, read the directions and prepare for the role. Give the students five to ten minutes to rehearse their parts.
6. Have each group of three act out the situation in front of the whole group.
7. You may redistribute the characters and ask students to play the role of another character.
8. Allow time for the groups to make up their own role play about different situations they have experienced.

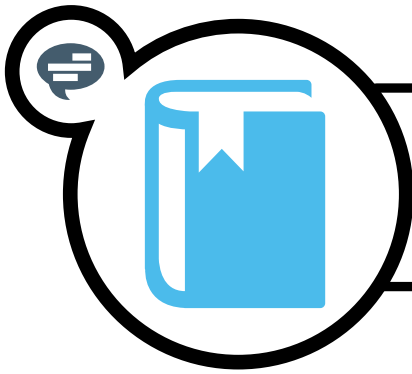


NOTE TO TEACHER:

Before you begin the activity with the students, make copies of the Directions for Characters. Cut out each scenario and place them in an envelope for each group.

FOLLOW-UP QUESTIONS:

1. Have you ever been in a situation like this with your friends?
2. Do you think it is important to encourage your friends to eat healthy? Is it hard to speak up?



ADDITIONAL ACTIVITIES

DIRECTIONS FOR CHARACTERS

DIRECTIONS:

Copy, cut and place all three descriptions in an envelope and give each group one envelope.

CHARACTER #1:

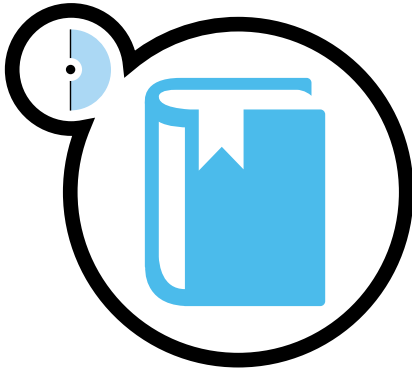
You have just completed a health class and are informed about making healthy choices, controlling portions and choosing balanced meals. You are aware of the consequences of making poor food choices. You are on the school soccer team and have noticed a difference in your performance since beginning to make healthy choices. You are the second person to order and you choose a healthy, balanced meal. You try to convince #2 and #3 to choose healthy menu items because it is important for their mental and physical health.

CHARACTER #2:

You love junk food. You eat whatever tastes good and you are not aware of what you put into your body. You are a competitive swimmer and you train for at least an hour every day. You are the first person to order and you make an unhealthy choice. You try to convince #3 to choose a meal that tastes good no matter how unhealthy it is. Eventually you see the benefit of #1's eating style. You decide to make one healthy change in your meal.

CHARACTER #3:

You have heard of healthy eating, but you are not exactly sure how to make healthy choices. You like to eat food that tastes good, but you want to learn about the best foods to put in your body. You are a very active person. Some of the things you like to do are dance, walk your dog, hike and ride your bike. You are the last person to order and are unsure of what to eat. You look to #1 and #2 for advice. You can understand the eating habits of both #1 and #2, and you are having trouble making a decision. You eventually decide to agree with #1 and make a healthy choice.



RECIPE MODIFICATION


PURPOSE:

Modify a recipe to create a healthier, lighter meal or snack

MATERIALS:

White/chalk board, chart or paper
Markers
Paper
Example Recipe
Example Recipe (Modified)

WHOLE GROUP:

1. Ask the students to list some of their favorite meals and snacks. Record their answers on the board, chart or paper.
2.  Ask the students to circle (in red) the meals and snacks they consider unhealthy. If possible, have the students use the computer and internet to find the recipe and nutrition information for some or all of the listed foods.
3. Remind the students they may not need to stop eating their favorite foods. It is possible to substitute ingredients to create a healthier version of their favorite meals or snacks without compromising taste.

SMALL GROUP:

4. Distribute the Example Recipe to the students and ask them to share ideas for making this popular meal healthier (note: other recipes may be substituted for the Fettuccine example). Ask for students to consider adding or substituting ingredients that would:
 - Add whole grain
 - Add fiber
 - Add vitamins and minerals
 - Add protein
 - Reduce fat
5. See the Example Recipe (Modified) for suggestions.
6. Divide the students into groups and ask them to brainstorm ideas to make their meals and snacks healthier. Share results with the class.



FAST FACTS:

Healthy eating doesn't always mean we have to eliminate our favorite meals and snacks. Many meals and snacks can be modified to incorporate healthier ingredients or eliminate unhealthy ingredients. Modifying recipes may take some time, but it allows us to still eat many of our favorite foods while maintaining a healthy diet.



NOTE TO TEACHER:

If computer and internet are not available for the students, it may be helpful for the teacher to research the recipe and nutrition facts for the meals and snacks, and share with students during the following class session. Displaying the information for the students will help them better understand if the recipe is healthy or if it could use some healthy modifications.

FOLLOW-UP QUESTIONS:

1. Is it easier to eat healthy while dining out or eating at home? Why?
 2. What are some common ingredients that your family cooks with that contribute to making meals unhealthy?
-

EXTENSION ACTIVITIES:

1. Have the students bring in their favorite recipes and ask them to practice modifying those recipes. Encourage students to bring in recipes from all meals, including desserts. There are many modifications that can be made to baked treats, so ask the students to research information on those modifications.
2. Create a healthy cookbook. Students may bring in favorite recipes from home or search the internet. Using the healthy modification tips, students should adjust the recipes until they can consider them healthy choices. If possible, distribute the cookbooks to family and friends.
3. Bring in a few menus from local dining establishments. Divide the students into small groups and have them identify unhealthy food items from the menu by circling them in red. Also ask them to identify healthier menu items by circling them in green. Groups should be prepared to discuss why they labeled food items either healthy or unhealthy. Ask the groups to write a list of tips for ordering healthy while dining out. They may refer to the internet to find some suggestions. If possible, distribute this list.



ADDITIONAL ACTIVITIES:

EXAMPLE RECIPE: FETTUCCINE ALFREDO

FETTUCCINE ALFREDO

INGREDIENTS:

24oz. dry fettuccine pasta

Sauce:

1 ¼ cup butter

2 (16oz.) containers of whole milk ricotta cheese

1 pint heavy cream

1 teaspoon salt

1 cup grated Parmesan cheese

DIRECTIONS:

1. Bring a large pot of lightly salted water to a boil. Add fettuccine and cook for 8 to 10 minutes or until al dente; drain.
2. In a large sauce pan combine ricotta cheese, cream, salt, Parmesan cheese and butter. Cook over medium heat until well combined for about 10 minutes. Stir in cooked fettuccine and cook until heated through.

TIPS FOR HEALTHY MODIFICATIONS:

REDUCE FAT:

- Substitute olive oil for other oils
- Use olive oil for sautéing rather than butter
- Replace high fat meat with leaner cuts or white meat poultry
- Substitute applesauce for ½ the amount of oil in baked foods
- Reduce the amount of butter by ¼ or ½ cup

REDUCE SODIUM:

- Salt can be reduced by ½ in most recipes or left out completely
- Use no salt added or reduced sodium ingredients like canned foods and broths

REDUCE SUGAR:

- Sugar can usually be reduced by ¼ or ⅓ cup
- Add spices like vanilla or cinnamon to enhance flavor

INCREASE FIBER:

- Substitute brown rice or whole wheat products such as bread, pastas and grains
- Add whole beans
- Add vegetables
- Use whole wheat flour instead of white flour



ADDITIONAL ACTIVITIES:

EXAMPLE RECIPE (MODIFIED): FETTUCCHINE ALFREDO

FETTUCCHINE ALFREDO

This version of Fettuccine Alfredo cuts the fat in half, reduces calories and adds whole grain, fiber, protein and vitamins

INGREDIENTS:

24oz. dry fettuccine pasta - substitute whole wheat pasta (for complex carbohydrates and fiber)

Add 1 pound boneless, skinless, white meat chicken cut into cubes (for added protein)

Add 2 cups chopped broccoli florets (for added fiber and vitamins)

Add 1 tablespoon olive oil (to reduce fat)

Add black pepper to taste (for added flavor)

Sauce:

~~1 ¼ cup butter~~ – reduce to 2 tablespoons

~~2 (16 ounce) containers whole milk ricotta cheese~~ – change to 1 ½ cups of 1% milk

~~1 pint heavy cream~~ – change to 2 tablespoons lite cream cheese

1 teaspoon salt

Add 2 cloves garlic

Add 1 tablespoon flour

1 cup grated Parmesan cheese

DIRECTIONS:

1. *Bring a large pot of lightly salted water to a boil. Add fettuccine and cook for 8 to 10 minutes or until al dente; drain.*

2. *Pour 1 tablespoon olive oil into a large skillet over medium heat. Sauté chicken until no longer pink and juices run clear.*

3. *In a large sauce pan combine ricotta cheese, cream, salt, Parmesan cheese and butter. Cook over medium heat until well combined, about 10 minutes. Stir in cooked fettuccine; cook until heated through.*

In a large sauce pan, cook garlic in 2 tablespoons of butter over medium heat for about 1 minute. Add flour and slowly pour in milk; stir constantly with whisk until it thickens. Add the cream cheese and stir. Lastly, add Parmesan cheese a little at a time while stirring so it melts evenly.

4. *Pour sauce over hot-cooked fettuccine noodles and add chicken and broccoli; toss together. Top with black pepper.*



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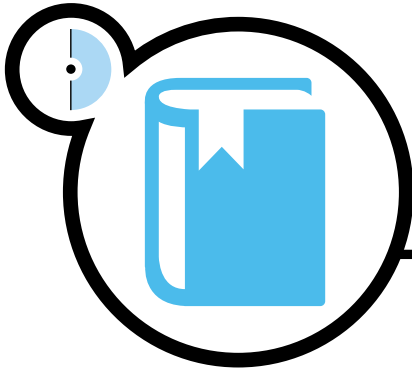
UNIT FIVE:

ADDITIONAL ACTIVITIES

At the Tiger Woods Foundation, we believe in a new generation of bold, courageous youth. We inspire new perspectives and limitless possibilities. We provide opportunities to be someone.

CONTENTS:

- What's for Breakfast? 2
- Serving Size—Check Yours! 3
- Drink Debate 4
- Quick Tips for Evaluating Beverages 6



WHAT'S FOR BREAKFAST?


PURPOSE:

Analyze a breakfast meal

MATERIALS:

White/chalk board, chart or paper
Activity - Serving Size: Check Yours
(see activity sheet for additional materials)

WHOLE GROUP:

1. Ask students if they ever eat cereal for breakfast? Ask them to list the cereals they commonly eat. Record responses on the board, chart or paper.
2. Ask students if they know the recommended serving size for cereal. Then ask if they know the size of their bowl.
3.  Pass out the activity Serving Size: Check Yours to the students and ask them to complete the activity.
4. Discuss the results of the activity when all students are finished.

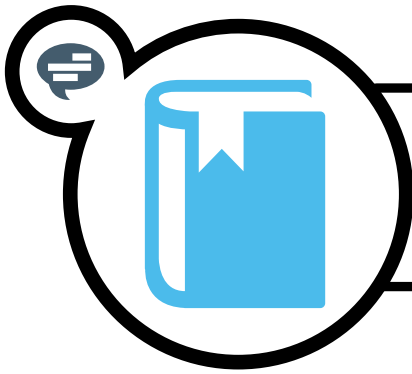


NOTE TO TEACHER:

Bring in a variety of cereals for the students to evaluate. For the actual activity, students should choose nutritious varieties so they can eat the cereal after the activity is complete. If you have examples of unhealthy varieties, students should compare and contrast the labels. If possible, bring in some fruit as toppings for some added health benefits.

FOLLOW-UP QUESTIONS:

1. Why is it important to pay attention to serving size?
2. What are some other breakfast foods of which you tend to eat large portions?



ADDITIONAL ACTIVITIES

SERVING SIZE: CHECK YOURS!

INTRODUCTION:

The serving size of any given food is always listed on the nutrition label, but what does it mean? How do you measure it? What if you have two helpings? The serving size allows us to be aware of the volume of food and food energy (calories) that is in the amounts of foods we eat. In fact, all the nutrition facts on the nutrition label can help guide healthy eating. Remember, if you have more than one helping, don't forget to increase the nutrient amounts accordingly!

MATERIALS:

- Cereal (nutritious varieties like Total^{®*}, Wheaties^{®*} or Kashi^{®**})
- Milk (2% or less)
- Bowls
- Spoons
- Measuring cups

PROCEDURE:

1. Choose a cereal _____
2. Read the food label on the side of the box and fill in the blanks:
 - What is the serving size of cereal? _____
 - What is the recommended amount of milk? _____
 - How many calories per serving with milk? _____
 - How many grams of sugar per serving? _____
 - What is the percentage of the following vitamins?
Vitamin A _____ % Vitamin C _____ % Calcium _____ % Iron _____ %
3. Using the measuring cups, measure one serving size of cereal and milk in your bowl.
4. Enjoy your portioned cereal.

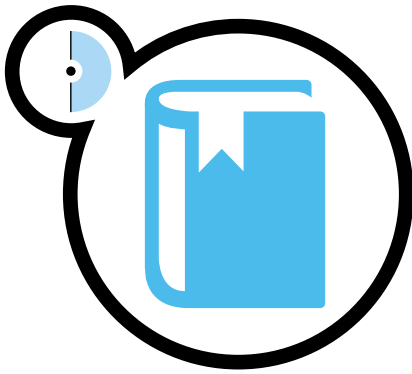
ANALYSIS:

1. Is the amount of cereal you measured less, more or equal to the amount of cereal you eat in the morning? _____
2. What kind of cereal do you typically eat in the morning? _____
3. What can you add to your cereal to help fill you up? _____
4. Why do you think paying attention to serving size is important? _____

5. Do you plan on making an effort to pay closer attention to serving size? _____

*"Total" and "Wheaties" are trademarks of General Mills

**"Kashi" is a trademark of the Kashi Company



DRINK DEBATE


PURPOSE:

Discuss different beverage options

MATERIALS:

Various examples of beverages (choose varieties that kids are familiar with)
Quick Tips for Evaluating Beverages

WHOLE GROUP:

1. Gather a variety of drinks and set them on display in the classroom. Ask students if they drink any of these beverages. Ask students if they wonder if they are making healthy choices when choosing any of these beverages.
2.  Hold up two beverages and ask the students to guess which beverage is healthier. Take a vote. Give the group time to evaluate the nutrition label and discuss which drink is actually the healthier choice.
3. Repeat the activity with other pairs of drinks.
4. Pass out Quick Tips for Evaluating Beverages. Ask students to review the information and encourage them to use the tips when selecting beverages.



NOTE TO TEACHER:

You may want to divide the class into small groups and have them discuss within their groups. You should provide each group with both beverages. Ask for the groups to report their decisions and reasons to the whole group. Some example pairings and reasons are listed below. Many drinks can be argued either way, so don't be overly concerned with an exact right or wrong answer. Instead, use this activity as an opportunity for students to evaluate drinks, and express an opinion based on their healthy or unhealthy properties.

EXAMPLE DRINK PAIRINGS AND RESPONSES FOR THE HEALTHIER CHOICE:

REGULAR COLA VS. SPORTS DRINK:

The better choice is the sports drink (only if it is comparable in size). Both are high in sugar but the sports drink has more vitamins and does not contain caffeine - a drug that stimulates the central nervous system and may cause the body to lose calcium. A note of caution: the sports drink is not always a healthy option because it is loaded with sugar. Try to only consume sports drinks during vigorous physical activity.

If students ask about sports drinks and their nutritional benefits, let them know sports drinks are basically expensive, flavored water with calories and additional vitamins. A better way to get vitamins is to eat food that naturally contains them.

ENERGY DRINK VS. DIET SODA:

The better choice is diet soda. Diet soda contains fewer calories (0 calories in diet soda compared to an average of 110 in an energy drink) and has half the amount of caffeine. Drinking energy drinks can be dangerous for young people because of their high caffeine content. Energy drinks should be avoided altogether.

TAP OR BOTTLED WATER VS. SPORTS DRINK:

The better choice is water. Even though sports drinks may have less calories than soda and other sweetened beverages, they still contain sugar and calories. Plain water is always a healthy choice.

FOLLOW-UP QUESTIONS:

1. What should you look for when evaluating beverages?
2. How do you feel about having or not having vending machines stocked with sodas, sports drinks or juices available on school campuses?



ADDITIONAL ACTIVITIES

QUICK TIPS FOR EVALUATING BEVERAGES

DIRECTIONS:

Cut out the quick tips and keep with you to evaluate beverage choices.

THINK BEFORE YOU DRINK:

Take a second and ask yourself the questions below when choosing your next beverage.

HOW MANY CALORIES DOES THIS DRINK CONTAIN?

- Try to select drinks that are low in calories.

HOW MANY SERVINGS ARE IN THIS CONTAINER?

- Check the number of servings on the container and remember to account for the additional calories if the bottle contains more than one serving.

WHAT ARE THE MAIN INGREDIENTS?

- Try to avoid drinks that list sugar as one of the first few ingredients. Remember that other names for sugar include corn syrup, high fructose corn syrup and sucrose.

HOW MUCH CAFFEINE IS IN THIS DRINK?

- Aim to have no more than 200-300mg of caffeine per day.

TIPS FOR COFFEE-BASED DRINKS:

- Ask for drinks to be made with non-fat or skim milk
- Skip the whipped cream
- Ask for sugar-free syrups if getting a flavored drink
- Choose decaf
- Choose a small size





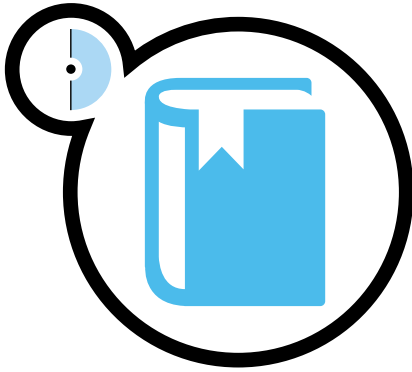
UNIT SIX:

ADDITIONAL ACTIVITIES

At the Tiger Woods Foundation, we believe in a new generation of bold, courageous youth. We inspire new perspectives and limitless possibilities. We provide opportunities to be someone.

CONTENTS:

- Healthy 24/7 2



HEALTHY 24/7


PURPOSE:

Discover ways to make healthy decisions in popular social settings

MATERIALS:

White/chalk board, chart or paper

WHOLE GROUP:

-  Ask the students to list popular places they go to that involve food. Examples include:
 - Movie theater
 - Convenience store
 - Parties
 - Fast food restaurants
 - School
 - Holiday gatherings
- Divide the class into small groups. Assign each group a location/event from the list above or from the ideas students share. Ask them to list the food items typically found at their assigned location/event. Once their list is formulated, ask them to provide healthy suggestions for ordering, buying or eating food at their location/event. Share answers with the group.
- Discuss results and reactions with the group.

SMALL GROUP:

- Explain the following scenario to the group:

You are planning a birthday party for your best friend. She really likes sweets and wants to play games at the party, but she has made a commitment to lead a healthy lifestyle and is working really hard to eat healthy and be active. You want to host a fun party for her and include traditional birthday food items, but you also want to respect her commitment to a healthy lifestyle. What should you do about the party?

Ask the students to work in small groups to come up with suggestions/ideas/solutions to the dilemma. They should create an event plan for the party that includes food, drinks and activities/games.

FOLLOW-UP QUESTIONS:

- Is it possible to still have a good time without junk food?
- Is junk food ever okay to eat?



FAST FACTS:

Many social settings and events are centered around food. Eating and having a good time usually go hand in hand, but most of these foods are junk food loaded with fats and calories. When we are eating and socializing at the same time, we tend to not pay attention to what or how much we are eating and are likely to overeat. Eating junk food in moderation is usually fine; however, social events/settings tend to take up a large part of our lives.



NOTE TO TEACHER:

If possible, bring in real food items or packages from the example places to allow for a more interactive approach to the activity.

EXTENSION ACTIVITIES:

1. Take a field trip to the local movie theater or convenience store and have the students look for healthy options. Another idea is to bring in food items from these settings and set up a mock store or movie theater. Have the students go around and choose the healthy options.