

Lesson Plans

Healthy Athletes Program

Overview

- 12 week program
 - Week 1 – Administer Pre Tests
 - Weeks 2-11 – Teach Nutrition Lessons (15-20 minutes each week)
 - Week 12 – Administer Post Tests
 - Service Learning Opportunities: Educate Your Community and/or Share Your Story

Pre and Post Tests

- To evaluate the effectiveness of the Healthy Athletes Program, each student will take two pre tests at Week 1 and two post tests at Week 12. One will test their nutrition knowledge and the other will assess their health behaviors.
- Have each student write his/her name and school on each test.
- Have students fill out all 12 questions on the Knowledge test, and all 19 questions on the Health Behavior Survey. Both tests should take about 20 minutes to complete.
- Collect the pre and post tests and turn them in to SOSMentor.

Key Messages

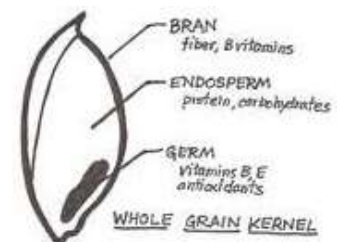
- The back page of the Staff Reference Guide has important key messages.
 - Review these key messages with the students often.
 - Encourage students to share the messages with family, friends, and others in their community.
- Understanding and testing these key messages will help your students get the most out of the Healthy Athletes Program.

What's On Your Plate?

- Use the *What's on Your Plate* Mini Poster included in your folder at each lesson to emphasize the MyPlate visual.
- Distribute the packet of *What's on Your Plate* Mini Posters to the students with the *Educate Your Community* forms as an educational resource.

Lesson 1: Build Your Plate & Whole Grains Worksheet

- Discuss the information from Page 1 of the Staff Reference Guide with the students.**
 - Suggested visuals: Draw MyPlate and the "Reading the Label" box on the board.
- Reading the Label
 - Make sure that students understand the importance of looking at the serving size first when reading a label. All of the information that follows is based on that serving size (ex: if they eat 2 cups instead of 1 cup, they will consume 500 calories instead of 250 calories).
 - Suggested visual: Bring food labels and pass them around for students to look at and interpret.
- Ask the students to explain the difference between whole grains and refined grains.
 - Suggestion: Draw a picture of a grain similar to this on the board.
 - Explain that refined grains are missing the bran and germ, which are the most fiber- and nutrient-rich parts.
- Ask them how they can find out if the grains they eat are whole or refined grains.
 - Suggested visual: food labels from whole grain and refined grain products; compare the ingredients list (each grain item listed should say "whole" in front of it).
- Distribute the *Build Your Plate & Whole Grains* worksheet and explain the instructions.
- Have students fill out the worksheet.
 - Suggested activity on the worksheet: Provide each student with a grain of rice that has the bran on it and 2 pieces of sandpaper. Have students follow *Extra Activity Directions*.
- Review the correct answers with the students and have them share ways they can incorporate more whole grains into their diet.



Lesson 2: Fruit and Vegetable Match Worksheet

1. Discuss the information from Page 2 of the Staff Reference Guide with the students.
 - a. Stress the importance of eating fruits and vegetables in all different colors of the rainbow in order to get all the nutrients that the different colors provide our bodies.
2. Before handing out the *Fruit and Vegetable Match* worksheet, use the table below to teach the students about the main action that each nutrient plays in the body, and what fruits and vegetables contain each.
3. Distribute the *Fruit and Vegetable Match* worksheet and read the instructions.
4. Have students complete the worksheet.
5. Review the correct matches with the students.

Nutrient	Action in the Body	Fruits and Vegetables
Antioxidants	Help your body fight off cancer	Blueberries, pomegranates, leafy greens
Calcium	Builds strong bones and teeth	Collard greens, kale, mustard greens
Fiber	Aids in digestion, makes us feel full	Broccoli, cabbage, green beans
Folate	Helps the body makes healthy new cells and DNA	Asparagus, leafy greens, citrus fruits
Iron	Delivers oxygen throughout the body	Spinach, prunes, potatoes
Potassium	Maintains healthy blood pressure and muscle contraction	Bananas, avocados, beets, kiwis, potatoes
Protein	Builds strong muscles and regulates hormones	Peas, soy beans, cauliflower, cantaloupe
Vitamin A	Maintains good eye sight and healthy skin	Carrots, sweet potatoes, apricots
Vitamin C	Supports the immune system	Oranges, bell peppers, pineapple, onion
Water	Keeps the body hydrated	Watermelon, tomatoes, leafy greens

Lesson 3: Marvelous Milk Is Powerful Protein Worksheet

1. Discuss the information from Page 3 of the Staff Reference Guide with the students.
2. When discussing the dairy section, focus on the importance of getting calcium
 - a. Mention that some non-dairy sources of calcium include soy milk, almond milk, leafy greens, beans, tofu, canned salmon and sardines (with bones), and almonds.
3. Refer back to the “Reading the Label” box on page 1 of the Staff Reference Guide and point out that they can find Calcium listed as a % Daily Value towards the bottom of the food label. They want to aim for a total of 100% daily.
4. Explain that when buying ground beef, if it says 80% lean, that means that the other 20% is fat, and if it says 95% lean, then only 5% is fat.
 - a. Suggested visuals: Bring packages from different protein sources and have students compare the amounts of fat.
5. Explain that processed meats such as deli meats and hot dogs have a lot of added sodium and may contain nitrites or nitrates which are known to cause cancer.
 - a. Suggested visuals: Bring packages from processed meats and have students compare the amounts of sodium. Have them look for the words nitrites or nitrates on ingredient lists.
6. Distribute the *Marvelous Milk Is Powerful Protein* worksheet and ask the students to use the 2 food labels on the sheet to answer the questions.
7. Have students fill in the worksheet.
8. Review the correct answers with the students and explain that soda and most sugar-sweetened beverages are empty calories with no nutritional value.

Lesson 4: Balancing MyPlate Worksheet

1. Discuss the information from Page 4 of the Staff Reference Guide with the students.
2. Explain that eating a healthy breakfast will help them get better grades.
3. Distribute the *Balancing MyPlate* worksheet and read the instructions.
4. Have students fill in the worksheet.
5. Review the correct answers with the students and have students share their answers.

Lesson 5: What’s In My Meal Worksheet

1. Discuss the information from Page 5 of the Staff Reference Guide with the students.
2. Explain that how food is prepared affects how healthy it is (e.g. fried foods are cooked in fat, so they contain a lot of extra fat; whereas grilling food allows some of the fat to drip away from the food).
3. Distribute the *What’s in My Meal* worksheet and read the instructions.
4. Have students fill in the worksheet.

5. Review the correct answers with the students and have students share their answers.
6. **Activity: Use the Crisco, sugar, salt, plate, and spoons found in the program box. Have the students measure out the amounts of fat, sugar, and salt in the sample fast food meal found on their worksheet onto the plate. This activity gives students a visual of what they put into their bodies when they eat fast food.**
 - a. Optional: Before the lesson, gather nutrition information from other popular meals. Bring the labels to the workshop and have students measure those out too.
 - b. You could also encourage students to bring nutrition information from their favorite meals to future workshops to measure out with the class.

Lesson 6: Physical Activity Worksheet

1. **Discuss the information from Page 6 of the Staff Reference Guide with the students.**
 - a. Suggested activity: Have students stand in small groups and toss a ball around for 1 minute. When a student catches the ball, they must name a physical activity. The group with the longest list of activities is the winner.
2. Discuss how short activities, like walking to school or a friend's house and taking the stairs instead of the elevator, can add up over time.
3. Distribute the *Physical Activity* worksheet and explain the instructions.
4. Have students fill out the worksheet.
5. Ask students to share some of their answers.

Lesson 7: Eat To Compete Worksheet

1. Explain that the next 4 workshops pertain to endurance sports that require a lot of energy and that result in sweat loss and muscle usage.
2. **Discuss the information from Page 7 of the Staff Reference Guide with the students.**
3. Distribute the *Eat to Compete* worksheet, read the first paragraph, and explain the instructions.
4. Have students fill out the worksheet.
5. Review the correct answers with the students and have students share some of their answers.

Lesson 8: Hydration Worksheet

1. **Discuss the information from Page 8 of the Staff Reference Guide with the students.**
 - a. Explain to students that sports drinks are meant to replace fluids and electrolytes lost during vigorous endurance activities and should be reserved for those situations.
2. Distribute the *Hydration* worksheet and explain the instructions.
3. Have students fill out the worksheet.
4. Review the correct answers with the students and have students share their hydration plan.

Lesson 9: Let's Make a Smoothie Worksheet

1. **Discuss the information from Page 9 of the Staff Reference Guide with the students.**
 - a. Explain to students that protein supplements can be useful for people who aren't able to get enough in their diet, but it is much healthier to get protein from real food sources.
 - b. Make sure to mention to students, especially those who are fair-skinned, that it is important to wear sunscreen at all times to avoid sunburn.
2. Distribute the *Let's Make a Smoothie* worksheet and explain the instructions.
3. Have students do the activity and fill out the worksheet.
5. Review the correct answers with the students and have students share their favorite smoothie recipes.

Lesson 10: Immune Boosters Worksheet

1. **Discuss the information from Page 10 of the staff Reference Guide with the students.**
 - a. Explain to students that the increased oxygen utilization that accompanies vigorous exercise increases the generation of damaging free radicals, so athletes need to consume more antioxidant-rich foods like fruits and vegetables to block the actions of free radicals and protect the body from muscle and tissue damage.
2. Distribute the *Immune Booster or Immune Reducer* worksheet and explain the instructions for each.
3. Have students fill in the worksheet.
4. Review the correct answers with the students and have students share their favorite immune boosting foods.