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Parent/Guardian Newsletter

February 2011

Keep your Heart Healthy

Fat is good for you?

Everyone assumes that all fat is bad for you, but that is not true! Some fats are bad, but some are good for you and essential in any healthy diet!

There are the different fats you should know about:

- Saturated fat and Trans fat: These are *bad* fats. They will raise your cholesterol and increase your risk of heart disease.
- Monounsaturated and Polyunsaturated are *good* fats because they can lower your risk of heart disease and lower high cholesterol levels.

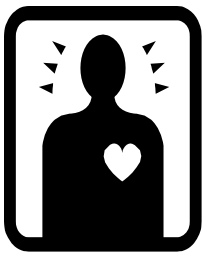
Even though some fats are good and some are bad, they all have 9 calories per gram of fat (protein and carbohydrates each have 4 calories per gram). The best thing to do is to eat less of all fats and eat more fresh fruit and vegetables, whole grains, and lean proteins.

Remember to check the Nutrition Facts on food and beverage labels to see what's in each serving of your favorite snacks.

Keep Your Family Heart Healthy...

By making exercise a family activity!

- Every weekend make it a point to venture outside for a hike, bike ride, or just a hour at the local playground.
- Aim to get the family active for at least 30 minutes a day!



Eating for your Heart

Now that we know about fats, lets discuss some alternatives to high-fat foods.

- Instead of butter and lard, try using heart-healthy vegetable oils like olive oil or canola oil.
- Instead of fatty red meat, look for extra-lean beef or use chicken breast or fish, or ground turkey.
- Buy non-fat (skim) or 1%milk.
- Try to eat fast food and processed food less often.
- Make cooking fun for your kids-include them as much as possible.

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SANTA CLARA COUNTY OFFICE OF EDUCATION

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This lesson idea is from PE Central (pecentral.org), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide (ssww.com)*

Name/Title: Mended Hearts, Broken Hearts, Healthy Hearts, Half-Hearted

Academic content: Health-Nutrition and Math

Purpose of Event: 1. Integrate locomotor movements with nutrition information. 2. Solving simple math functions related to the calories-per-gram contents of each nutrient. 3. Performing fitness activities to match the number of calories contained in each nutrient.

Prerequisites: Discussion about food types and how the calories-per-gram content relate to each nutrient.

Suggested Grade Level: 3-5

Materials Needed: CD/Tape Player, Music, and Paper Hearts cut in half. Preparation: Draw large construction-paper hearts in various colors (see examples below). On the front of each heart, left or right side, write one of three nutrients while on the other side put a related picture. On the back of the carbs and protein hearts put a "4" (calories per gram), and a "9" on the back of the fats hearts. Opposite the calorie number put the name of an exercise (jumping jacks, arm circles, etc.) For example: Nutrient Food Cals Exercise / Fats Butter 9 Crunches / Proteins Steak 4 Pushups / Carbs Potato 4 Jumping Jacks / Cut all hearts in half to separate each nutrient-food (front) from its corresponding calories-exercise (back). Make several colors of each combination to create variety and suspense from trial to trial.

Physical activity: Locomotor skills, fitness activities

Description of Idea

1. Scatter the half-hearts on the floor throughout the activity area (either side up).
2. On the signal to move(e.g., Heart of Rock N' Roll, etc.), children perform a locomotor skill around the room (walk, run, skip, hop, gallop, leap, roll).
3. At the stop signal (pause music), instruct the children to "go to the half-heart closest to you."
4. "Pick up your half-heart and in ten seconds find the person with the other half of your heart." Match colors, nutrient, and food (red protein with red steak, blue fat with blue cheese, purple carbs with purple bread etc.).
5. After partners "mend their heart," they look on the back and both partners perform the number of repetitions (one for each calorie per gram) for the activity listed (e.g.,9 jumping jacks).
6. After completing the activity, "Skip (hop, etc.) with your half-heart, away from your partner, stop and set your half-heart at your new location." Start the music and repeat 2-5

The children will soon realize that they have to work harder with fats (9 repetitions) than with carbs or proteins (4 reps) in order to "burn calories" during exercise.

Variations:

Integrate math into the activity by using the calories "and" an arithmetic function (+ - ÷ x) on one half of the back and any other number on the other half (e.g., "4 x" on one half, "5" on the other half = ? Students solve and perform 20 Arm Circles).

Assessment Ideas:

Students learn that they have to exercise more than twice as much (9 cals. vs. 4 cals.) to burn off every 1 gram of fat relative to every 1 gram of carbs or protein. For the math variation, students can record, on a task sheet, all the half-heart combinations they experienced. Students can add up the number of total repetitions (calories) they performed. The total can determine the number of grams of fats (carbs or proteins) that can make up the total, or different combinations thereof that they can consume to balance the total. You can even list each food on the task sheet and make up the "lunch menu" each student experienced, compare total calories with classmates, and decide who consumed the most calories and thus needed to perform the most exercise just to "maintain" their weight. This can lead into a discussion of losing weight by exercising more than calories consumed.

Adaptations for Students with Disabilities:

Depending on the disability, students can perform modified versions of the exercises.

Submitted by **Dr. Jeff Barto** who teaches at UNC Charlotte, Dept. of Kinesiology in Charlotte, NC. Thanks for contributing to PE Central! **Posted on PEC: 1/28/2006**. Printed 3513 times since 11/3/2005.

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Name of Activity: **Cholesterol Pop**
Grade Level: 6th
Subject Area: Healthful Living
North Carolina Standard Course of Study Objective Number(s):
5.05 Explain that obesity is a disease as well as a risk factor for other diseases such as diabetes and cardiovascular disease.
Formation: Students stand by their desk
Equipment: Three small pieces (quarter size) of yellow paper and three small pieces (quarter size) of white paper for each student. One paper plate for each student

Rules/Directions:

1. The object of the game is to get rid of the bad cholesterol and pick up the good cholesterol.
2. Students a have paper plate on their desk with three white and three yellow pieces of paper on it. The white paper represents "Good cholesterol" – HDLs and the yellow represents "Bad cholesterol" – LDLs.
3. The paper plate must stay on the desk.
4. On the signal, student take 1 bad cholesterol off his or her plate and places it on someone else's plate while picking up 1 good cholesterol.
5. Students take the good cholesterol and place it on his or her own plate, taking 1 piece of paper at a time. They cannot guard their plate or visit the same plate twice.
6. Students must move continuously.
7. Continue for 10 second rounds.
8. Teacher signals end of 10 second round by calling out "Heart Attack!"
9. Students return to their desk and assess whether they have more good or bad cholesterol.
10. Repeat round.

Variation:

1. Extension: At end of round, have students draw or write on their paper plate foods that represent good cholesterol and bad cholesterol.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

Name of Activity: **Strong, Stretchy, or Speedy?**
Grade Level: 6th
Subject Area: Health/Physical Education
North Carolina Standard Course of Study Objective Number(s):
7.02 Demonstrate an understanding of proper stretching exercises and muscle strength/endurance exercises.
Formation: Students at desks
Equipment: Index cards with activities on them, signs

Rules/Directions:

1. Teacher places three signs labeled as strength (strong), flexibility (stretchy), and endurance (speedy) around the room.
2. Hand each student an index card with an activity on it and a piece of tape. Students stand at desks.
3. Each students individually calls out an exercise and students begin doing exercise. Students perform the activity for 30 seconds.
4. Students must call out whether the exercise can be categorized as strength, endurance, or flexibility and then go tape it on the wall under the correct category.

Strength	Endurance	Flexibility
Push-ups	Jogging	Quadriceps stretch
Sit-ups	Jumping rope	Shoulder stretch
Lunges	Skipping	Calf stretch
Bicep curls with textbook	Jumping Jacks	Side bends

5. Students will write the list after each student has placed their card in the correct category.

Variations:

1. Use the food groups for each column and call out different foods. Students must identify the corresponding food group.
2. Students perform this activity as groups. Students work together to determine whether the activity should be categorized as strength, endurance, or flexibility. Each group will write its answer on a piece of paper.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

Snack Attack

Grade Level: Upper Elementary
Materials:

- Transparency 1, Reading Food Labels
- Worksheet 1 - Be Fat Wise, Worksheet 2 - Snacking the Fast-Food Way, and Worksheet 3 - What's in a Snack?
- Snack Food Information Cards (for use with Worksheet 1)
- Solutions to Worksheet 1 and solutions to Worksheet 2 (create a transparency of Worksheet 2)
- A variety of empty snack food packages (students may bring these in)

Related Subject Areas: Science, Math and Art
Teaching Time: 60 minutes
Objectives:

1. Students will describe why they should select healthful snacks.
2. Students will learn how to choose healthier snacks by analyzing food labels to locate information on unhealthy fat content.

Rules/Directions:

- Have students make a list of 10 favorite snack foods or beverages and identify items that are healthy.
- Have students complete Worksheet 1. Distribute one Snack Food Information Card to each student or group and instruct student to graph the unhealthy fat content (saturated plus trans fat) in each of the three food choices. Have them identify the healthiest and unhealthiest snacks.
- Distribute Worksheet 2 and have students work in pairs to discuss which food of the two choices has the lowest amount of saturated and trans fat. Display solutions and discuss them.
- Show the Reading Food Labels transparency and explain the labeled information. Reading labels is the way to determine the saturated fat content of the foods we eat and also to determine whether a food is high in saturated fat.
- Distribute food packages of popular snack foods. Have students locate nutrition information and record on Worksheet 3.
- Ask students to determine which snacks can be combined to add up to 100% of the recommended daily maximum of saturated fat (see the Table in the lesson on Examples of Food That Total to 100% DV for Saturated Fat).

Resource taken from Eat Well Keep Moving Curriculum Lesson 6

TRANSPARENCY 1

Reading Food Labels

Nutrition Facts

Serving Size 1 cup (228g) — Serving size

Servings Per Container 2 — Servings per container

Amount Per Serving

Calories 250 Calories from Fat 120

	% Daily Value*
Total Fat 13g	**20%**
Saturated Fat 3g	**15%**
Trans Fat 3g	
Cholesterol 31mg	**10%**
Sodium 470mg	**20%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 0g	**0%**
Sugars 5g	
Protein 5g	

Saturated fat per serving

Trans fat per serving: Choose foods that have 0g of *trans* fat

% DV of saturated fat: Foods with a DV for saturated fat of 5 or less are low in saturated fat. Foods with a % DV for saturated fat of 20 or more are high in saturated fat. The daily goal is to choose foods that together contain less than 100% of the DV for saturated fat.

Vitamin A 4% • Vitamin C 2%

Calcium 15% • 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

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

From L.W.Y. Cheung, H. Dart, S. Kalin, and S.L. Gortmaker, 2007, *Eat Well & Keep Moving*, 2nd ed. (Champaign, IL: Human Kinetics). http://cfsan.fda.gov/~dms.labtr.html.

WORKSHEET 1

Name _____

Be Fat Wise

Directions

Graph the saturated fat and trans fat content for each snack food on the list provided by your teacher. Use different colored pencils to graph the saturated fat and the trans fat in each food. Then use this information to identify the best and worst snack choices in the group.

1. Which food is the healthiest choice?

   Why?

2. Which food is the unhealthiest choice?

   Why?

From L.W.Y. Cheung, H. Dart, S. Kalin, and S.L. Gortmaker, 2007, *Eat Well & Keep Moving*, 2nd ed. (Champaign, IL: Human Kinetics).

(continued)

Grams	Saturated + trans fat	Saturated + trans fat	Saturated + trans fat	Saturated + trans fat
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Example: snack cake	Food 1:	Food 2:	Food 3:

Example: The snack cake contains 2.5g of saturated fat and 2.5g of trans fat.

From L.W.Y. Cheung, H. Dart, S. Kalin, and S.L. Gortmaker, 2007, *Eat Well & Keep Moving,* 2nd ed. (Champaign, IL: Human Kinetics).

SNACK FOOD INFORMATION CARDS

Group 1

Vanilla ice cream (5g saturated fat, 0g trans fat)

Low-fat soft-serve vanilla frozen yogurt (1g saturated fat, 0g trans fat)

Plain nonfat yogurt with banana slices (0g saturated fat, 0g trans fat)

Group 2

Apple (0g saturated fat, 0g trans fat)

Snack-size packaged apple pie (7g saturated fat, 8g trans fat)

Apple cinnamon Pop-Tart (2g saturated fat, 0g trans fat)

Group 3

Whole wheat toast (1 slice) with natural peanut butter (1 tbsp.) (1 g saturated fat, 0 g trans fat)

Peanut butter cracker sandwich pack (1 package of 6 sandwiches) (0.5g saturated fat, 2g trans fat)

Peanut butter sandwich crème cookies (5g saturated fat, 3g trans fat)

From L.W.Y. Cheung, H. Dart, S. Kalin, and S.L. Gortmaker, 2007, *Eat Well & Keep Moving,* 2nd ed. (Champaign, IL: Human Kinetics). Nutrition information for brand-name foods retrieved from company Web sites on July 6, 2007:

PopTart, www2.kelloggs.com/brand/brand.aspx?brand=202&cat=poptarts.

(continued)

Group 4

Trail mix with raisins and nuts (1g saturated fat, 0g trans fat)
Chocolate crème-filled doughnut (3g saturated fat, 4g trans fat)
Blueberry muffin (3g saturated fat, 0g trans fat)

Group 5

Potato chips (3g saturated fat, 0g trans fat)
Combos pepperoni pizza cracker snacks (5g saturated fat, 0g trans fat)
Whole wheat crackers (1g saturated fat, 0g trans fat)

Group 6

Bologna (2g saturated fat, 0g trans fat)
Lunchables pizza (5g saturated fat, 0g trans fat)
Roast turkey (0g saturated fat, 0g trans fat)

From L.W.Y. Cheung, H. Dart, S. Kalin, and S.L. Gortmaker, 2007, *Eat Well & Keep Moving*, 2nd ed. (Champaign, IL: Human Kinetics). Nutrition information for brand-name foods retrieved from company Web sites on July 6, 2007:

Combos, www.combos.com; Lunchables, http://kraftfoods.com/main.aspx?s=product&m=product/product_catalog

WORKSHEET 2

Name _____

Snacking the Fast-Food Way

Directions

Using what you know about the sources of saturated and trans fat, look at each set of foods below and place an (X) in the box next to the food that you believe contains more saturated and trans fat.

▶TABLE 6.3 Snacking the Fast-Food Way

❑ McDonald's apple pie ❑ McDonald's Apple Dippers (skip the caramel dip to cut down on sugar)	❑ Side salad with Italian vinaigrette ❑ Medium French fries
❑ 1 cheeseburger ❑ 1 veggie burger	❑ Burger King Whopper with cheese ❑ Burger King TenderGrill chicken sandwich with honey mustard
❑ 1 cup 1% chocolate milk ❑ 1 chocolate milkshake	❑ KFC baked beans ❑ KFC macaroni and cheese
❑ 1 beef taco ❑ 1 cup turkey chili	❑ Subway 6" meatball sub ❑ Subway 6" turkey breast sub

From L.W.Y. Cheung, H. Dart, S. Kalin, and S.L. Gortmaker, 2007, *Eat Well & Keep Moving,* 2nd ed. (Champaign, IL: Human Kinetics).

WORKSHEET 3

Name _____

What's in a Snack?

Look at the snack food labels to find the serving size, the amount of saturated fat grams per serving, the % DV for saturated fat, and the amount of trans fat grams per serving. Record this information in the table.

For foods listing 0 grams of trans fat, look at the ingredients list to see whether the food contains any partially hydrogenated oil or shortening. Record the information in the table.

▶TABLE 6.4 What's In a Snack?

Product name	Serving size	Servings per container	Saturated fat (grams)	% DV for saturated fat	Trans fat (grams)	Partially hydrogenated oil (yes or no)

From L.W.Y. Cheung, H. Dart, S. Kalin, and S.L. Gortmaker, 2007, *Eat Well & Keep Moving,* 2nd ed. (Champaign, IL: Human Kinetics).

Be Fat Wise

The best and worst choices, along with the total grams of unhealthy fat and comments for discussion, are listed in table 6.5.

▶TABLE 6.5 Be Fat Wise Solutions

Group	Best choice (grams saturated + trans fat)	Worst choice (grams saturated + trans fat)	Comments
Group 1	Plain nonfat yogurt with banana slices (0g)	Vanilla ice cream (5g)	The amount of saturated fat in ice cream varies by brand and can be 15g or more per serving.
Group 2	Apple (0g)	Packaged apple pie (15g)	Commercially prepared pies likely contain unhealthy trans fat, but even homemade pie crusts and other flaky pastries often contain unhealthy fat.
Group 3	Whole wheat toast with peanut butter (1.5g)	Peanut butter sandwich crème cookies (8g)	Whole wheat toast provides fiber and peanut butter provides healthy monounsaturated fat and is low in saturated fat; the cookies are high in saturated and trans fat.
Group 4	Trail mix (1g)	Chocolate crème-filled doughnut (7g)	Trail mix contains healthy fat from nuts and is low in saturated fat (choose varieties that do not add sugar or salt). Doughnuts are high in saturated and trans fat.
Group 5	Whole wheat crackers (1g)	Combos pepperoni pizza cracker snacks (5g)	Whole wheat crackers contain fiber and are low in saturated fat. Some chips, crackers, and other snacks contain partially hydrogenated vegetable oils but in a small enough quantity that the nutrition label says "0 grams trans fat." Even a small amount of trans fat can raise the risk of heart disease, so make sure to read the ingredients list and choose foods that do not contain partially hydrogenated oils.
Group 6	Turkey (0g)	Lunchables pepperoni pizza (5g)	Packaged lunch mixes have much more saturated fat than lean meat purchased from the deli has.

From L.W.Y. Cheung, H. Dart, S. Kalin, and S.L. Gortmaker, 2007, *Eat Well & Keep Moving*, 2nd ed. (Champaign, IL: Human Kinetics). Nutrition information for brand-name foods retrieved from company Web sites on July 6, 2007:

Combos, www.combos.com; Lunchables, http://kraftfoods.com/main.aspx?s=product&m=product/product_catalog.

Snacking the Fast-Food Way

An (X) is marked next to the food that contains more saturated and trans fat in each set of food choices. The grams of saturated and trans fat for each food are also listed.

▶TABLE 6.6 Snacking the Fast-Food Way

☒ McDonald's apple pie (3.5g saturated fat, 5g trans fat) ☐ McDonald's Apple Dippers (skip the caramel dip to cut down on sugar) (0g saturated fat, 0g trans fat)	☐ Side salad with Italian vinaigrette (2g saturated fat, 0g trans fat) ☒ Medium French fries (3.5g saturated fat, 5g trans fat)
☒ 1 cheeseburger (6g saturated fat, 1g trans fat) ☐ 1 veggie burger (2.5g saturated fat, 0g trans fat)	☒ Burger King Whopper with cheese (8g saturated fat, 1g trans fat) ☐ Burger King TenderGrill chicken sandwich with honey mustard (2g saturated fat, 0g trans fat)
☐ 1 cup 1% chocolate milk (2.5g saturated fat, 0g trans fat) ☒ 1 chocolate milkshake (6g saturated fat, 0.5g trans fat)	☐ KFC baked beans (0g saturated fat, 0g trans fat) ☒ KFC macaroni and cheese (3.5g saturated fat, 1g trans fat)
☒ 1 beef taco (4g saturated fat, 1g trans fat) ☐ 1 cup turkey chili (1g saturated fat, 0g trans fat)	☒ Subway 6" meatball sub (11g saturated fat, 1g trans fat) ☐ Subway 6" turkey breast sub (1.5g saturated fat, 0g trans fat)

From L.W.Y. Cheung, H. Dart, S. Kalin, and S.L. Gortmaker, 2007, *Eat Well & Keep Moving*, 2nd ed. (Champaign, IL: Human Kinetics). Nutrition information on brand-name fast foods retrieved from company Web sites on June 25, 2007:

Burger King, www.bk.com/#menu=3,-1,-1; Kentucky Fried Chicken, www.yum.com/nutrition/menu.asp?brandID_Abbr=2_KFC; McDonald's, www.mcdonalds.com/usa/eat/nutrition_info.html; Subway, www.subway.com/applications/NutritionInfo/index.aspx.