SHLE

Health Workshops for Young Black Women

Appendix
The activities contained in this appendix to the SiHLE Facilitator’s Manual were culled from intervention offered to the young women in the control group during the original trial of the SiHLE intervention.

While not pertaining to STI/HIV/AIDS prevention, these activities can be used to supplement or broaden your implementation of SiHLE.
# Table of Contents

## Appendix

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letting Go</td>
<td>176</td>
</tr>
<tr>
<td>How Do You Feel About It?</td>
<td>178</td>
</tr>
<tr>
<td>Mad About It But Dealing With It</td>
<td>183</td>
</tr>
<tr>
<td>What Stresses Me Out?</td>
<td>187</td>
</tr>
<tr>
<td>Relax, Relate, Release</td>
<td>191</td>
</tr>
<tr>
<td>Pump It Up</td>
<td>194</td>
</tr>
<tr>
<td>Food and Health Debate</td>
<td>199</td>
</tr>
<tr>
<td>Keeping Track</td>
<td>201</td>
</tr>
<tr>
<td>The Pyramid to Good Health</td>
<td>203</td>
</tr>
</tbody>
</table>
Letting Go

Purpose:
The group recites and discusses a meditation about letting go of bad or difficult situations.

Materials Needed:
Handout C2-1: Let Go

Time:
10 minutes

Health Educator:
Please stand again for our next reading. It is a daily meditation by Iyanla Vanzant, called Let Go. Please turn to handout C2-1 in your notebook. We will read the meditation together and then talk about some of the feelings we get from it. Would anyone like to volunteer to lead us in this reading?

Recite the meditation on handout C2-1, Let Go, with the group.

Peer Educator:
What are some of your feelings and thoughts about this meditation?

Key Concepts to reinforce:
• Sometimes when we think things are getting out of control, we try to gain control by holding on to the situation. When we think we’re losing a boyfriend, we might try to hold on by accepting anything he says or does.

• We can get through any difficult situation when we accept that sometimes we just have to let go. We have to remember that we can only change the things we control—our feelings, our actions—but even that is hard.

• Most of the time, whatever will happen is going to happen anyway. We just have to be strong enough to get through it.
Let go!
Meditation
by Iyanla Vanzant

When we believe we are losing control, we grab on tight. If we want to avoid pain, we hold on for dear life. When we are in fear of losing, looking bad or being abandoned, we tighten our grip. When our greatest fear comes upon us, we clench our fist and teeth, close our eyes and hold on. We must learn how to let go.
We have the capacity to live through any adversity if we simply let it go.
We cannot stop time or destiny. Whatever is going to happen has already happened; we must learn how to see it through to the end.
When we hold on, we prolong the pain. When we dig our feet in, we must be uprooted.
When the time comes for growth and change, we must have the courage and faith to let go.

Whatever leaves my life makes room for something better.
How Do You Feel About It?

Display The Feeling Thermometer (poster 5).

Health Educator:
Feelings are the way we respond on the inside to other people, things that happen in our lives, and different situations. We should take the time to really look at our feelings because they affect the way we act.

Turn to the next Handout C2-2 - The Feeling Thermometer. This is a way of measuring your feelings. It's called a feeling thermometer.

The feeling thermometer is like a regular thermometer that goes from 0 to 100, but in this case it measures feelings instead of degrees. Zero is when you don't feel anything and 100 is when you have a very strong feeling about something. Whenever you look at the feeling thermometer, the first thing you need to do is define the feeling. On your handout, there is a space for you to write down the feeling. For right now, let's say the feeling is happiness (glad to be here). Write "happiness" down in space #1. So, the feeling is "happiness" and 100 is strong feeling and zero is no feeling.

Right now, I feel (happiness/glad to be here) and I would register at (degree of temperature) on the feeling thermometer.

If the feeling is happiness/glad to be here, where would you be on the feeling thermometer?

Take turns letting the participants and the Peer Educator rate where they are on the thermometer.
How Do You Feel About It? (cont.)

Peer Educator:

Now we want someone to think of a specific feeling. Just name a feeling other than happiness and write that down in space #2. Now if the feeling is ________, think of a situation that would measure high on the feeling scale. Then think of a situation that would register low on the scale.

After the examples of situations have been given:

Health Educator:

Now we're going to talk about some specific scenarios. These are situations you might have been in before. Let's read the first scenario on handout C 2-5, titled Feeling Scenarios. Then we will discuss how we think the character in the scenario feels and where she would be on the feeling thermometer.

Who would like read the first scenario?

The Health and Peer Educators lead the group through the sample scenarios, rating each situation on the feeling thermometer.
The Feeling Thermometer

Strong Feeling

No Feeling

The Feeling is

(1) ___________
(2) ___________
Feeling Scenarios

Scenario 1
Jamica borrowed a black Guess jean outfit from Jeanine. Jamica washed the outfit and put bleach in the washing machine by mistake. Now the black Guess jean outfit is gray. There’s a knock at the door and Jeanine is asking for her black Guess jean outfit. Jamica knows that she has ruined the outfit.

What is Jamica feeling?
What would Jamica’s feeling thermometer read?
What is Jeanine feeling?
What would Jeanine’s feeling thermometer read?

Scenario 2
It’s Shari’s 16th birthday and she’s waking up listening to her favorite radio station. She has a chance to win a new convertible. She calls in to the station and she is the 9th caller—the winner!!

What is Shari feeling?
What would Shari’s feeling thermometer read?

Scenario 3
Tina overslept and woke up at 10:00 instead of 7:00 like she should have. She was supposed to go take a test at 8:00 for her new job. Now she’s late for the test and she doesn’t know if she will be able to keep the job.

What is Tina feeling?
What would Tina’s feeling thermometer read?

Scenario 4
Tamika and Andre both ran for president of their class. Each of them campaigned hard. They made special posters and flyers that took a lot of time and effort. It was a tight race, but in the end Tamika won by 15 votes.

What is Tamika feeling?
What would Tamika’s feeling thermometer read?
What is Andre feeling?
What would Andre’s feeling thermometer read?
Feeling Scenarios (cont.)

**Scenario 5**
Tami's birthday was yesterday. She dropped hints to her whole family that she wanted these brand new Nike Air sneakers that are red and black and would go really good with her red and black sweat suit. Her mom left a box wrapped in comic strip paper on her bed. When she opened it, it was a slip.

What is Tami feeling?
What would Tami's feeling thermometer read?

**Scenario 6**
Cassandra caught her uncle stealing $50.00 out of her mom's purse. He asked her not to tell her momma because he was going to put it back before her mom even knew it was gone. Cassandra's uncle never put the money back. When Cassandra's momma found the money missing, she accused Cassandra of stealing it.

What is Cassandra feeling?
What would Cassandra's feeling thermometer read?

**Scenario 7**
Keisha's momma's phone rang at 2:00 a.m. It was her uncle calling to say that her favorite aunt had been in an accident.

What is Keisha feeling?
What would Keisha's feeling thermometer read?

**Scenario 8**
Jeanetta and all her girls made up a skit about teenage pregnancy to do at a school assembly. The skit was really cute and had a good message, but Jeanetta kept forgetting her lines.

What is Jeanetta feeling?
What would Jeanetta's feeling thermometer read?
# Mad About It But Dealing With It

**Purpose:**
The Health Educator discusses anger and positive ways to deal with it.

**Materials Needed:**
- Handout C2-4: What Makes Me Angry
- Handout C2-5: Healthy & Unhealthy Ways to Deal with Anger
- Handout C2-6: What's the Scenario?

**Time:**
20 minutes

---

## Health Educator:

Now we want to talk about a feeling that we all have.
This feeling can sometimes get us in trouble if we don't know how to handle it. Does anybody know the feeling I'm talking about?

It's anger. How do you feel when you get angry?

- What makes you angry?
- Look at handout C2-4: What Makes Me Angry?
- Do any of these things make you angry too?

Discuss handout C2-4, What Makes Me Angry?

## Health Educator:

What are some healthy ways to deal with anger?

- What are some unhealthy ways to deal with anger?
- Turn to handout C2-5, Healthy & Unhealthy Ways to Deal with Anger. Here are some good and bad ways of dealing with anger.

## Peer Educator:

Now we're going to have a role-playing activity. A role-playing activity is where two people act out a scenario. These are some scenarios that have the potential of becoming hostile. However, instead of becoming hostile, we want you to act out positive ways to deal with the anger. After we read the scenarios, we want you to act out an unhealthy way to deal with the situation. Following that, you should act out a healthy way to handle the situation.

(Other peer's name) and I will act out the first scenario to show you how it's done. Then we'll have some of you volunteer. Remember, no touching and no profanity. Turn to the handout titled What's the Scenario? (C2-6) for the role-play situations.

The Peer Educator asks for volunteers, then selects participants to role play the three scenarios on handout C2-6.
What Makes Me Angry?
(Example List)

someone breaking up with you to date someone else
not being able to afford what other people have
someone dying
lies
can't get your hair and nails done regularly
prejudiced people
drug addicts
gangs

Sister or brother
talks too much
lies to you

Boys
conceited
homosexuals
"Stick'm and Leave'm"
(get a girl pregnant and then leave her)

Friends
owe you money
steal your boyfriend
two-faced
pressure you to do bad things
tell your business
take advantage of you
think they're better than you
have low self-esteem

Police
question you
search you

Teachers
give too much work
nag you
accuse you of cheating
give low grades
have favorites
lie to your parents

Parents
don't give you money
tell you what to do
nag you
set curfew
Healthy & Unhealthy Ways to Deal With Anger
(Example List)

Healthy
- read a book
- go for a walk
- listen to music
- meditate
- talk with a friend
- cry
- talk it out
- count to 10

Unhealthy
- take it out on someone else
- attempt suicide
- drink alcohol
- break something
- fight or kill someone
- take drugs
- overeat
- rob people
SO WHAT'S THE SCENARIO?

Scenario 1
Tammie borrowed LaChandra's brand new Fugees CD. LaChandra really didn't want to give it up, but she was in a really good mood that day. When LaChandra went to pick up her CD, Tammie gave it back to her all bent up like she had left it out in the sun.

Tammy: Give the CD back to LaChandra and don't give any explanation of what happened to it.
LaChandra: Take the CD back and look at it. Act like you can't believe Tammie gave you the CD back in that condition.

Scenario 2
Tamika and Stacy are supposed to be really good friends, but Tamika is trying to get with Stacy's boyfriend on the down-low. Stacy finds out about it and confronts Tamika.

Tamika: Act really nonchalant about trying to take Stacy's boyfriend.
Stacy: Act disappointed and mad because you thought you two were friends.

Scenario 3
Alesha goes to get her hair done and Precious is supposed to dye it Golden Bronze. Instead it comes out an ugly green/blonde color and Alesha is really upset.

Alesha: Act like you think your hair is 10 shades lighter than what you wanted. Act really angry.
Precious: Act like you didn't mess up and try to convince Alesha that her hair looks good.
What Stresses Me Out?

Purpose:
The Health Educator defines stress and briefly discusses the stress response.

Materials Needed:
Handout C2-7: What Stresses You Out?

Time:
20 minutes

Health Educator:
We just talked about anger. You know anger can bring on a lot of stress. When we think of stress, we usually think of something that makes us mad and puts us in a bad mood. Stress is the emotional and physical way we react to changes in our lives. It's the feeling we get and the way our body reacts to changes.

Sometimes when we feel stress, we get upset. Our bodies experience something called "fight or flight." This means that we prepare ourselves to either deal with a situation or try to escape it all together. So stress is what happens when our normal balance is changed.

Peer Educator:
Turn to handout C2-7, What Stresses You Out? I want each of you to write down some of the things that stress you. Take a few minutes and write down things that really get to you.

One thing that always stresses me out is (give an example).

Give the young women ample time to complete the exercise.

Peer Educator:
Now turn to the second page of the What Stresses You Out? handout (C2-7 pg. 2) to rank the stressors in your life. Let's start with the things that stress you the most and then list the things that stress you the least.

Give the participants time to finish writing their stressors.
Health Educator:

Most of the time when we think of stress, we think of something negative...something bad. But stress can be both positive and negative. Remember how we said that stress is just whatever changes our normal balance in life? One example of a positive stressor is a wedding. A woman can be happy that she’s getting married and worried about how the wedding will turn out.

Another positive stressor is a baby. A mother can love her baby but be stressed out because the baby is crying. Look at the examples that you all have listed and see what’s positive, negative or both.
What Stresses You Out?!?!?!

Make a list of all the things that stress you out. Write down as many as you can think of. If you run out of space, write more on the back of this page.

When you finish, turn to the next page.

1

2

3

4

5

6

7
What Stresses You Out!?!?!? (cont.)

From the list you just made, write down the four things that stress you most. Let the #1 stressor be what stresses you most and the #4 stressor be what stresses you least:

#1 stressor:

#2 stressor:

#3 stressor:

#4 stressor:
Relax, Relate, Release

Purpose:
The Health and Peer Educators discuss several ways to reduce stress including eating right, pampering yourself, keeping a journal, identifying sources of support, exercising regularly and learning how to calm your mind through meditation.

Materials Needed:
Handout C2-8: Msogo Nguvu

Time:
20 minutes

Health Educator:
Now we're going to talk about some ways to reduce stress. One way to reduce stress is to eat right. We should cut down on sugar, salt, chocolate and other things with caffeine, red meat and alcohol. We should eat more whole grains like wheat bread, more vegetables, more chicken and more fish.

Peer Educator:
Another way to reduce stress is to write things down in a journal. Sometimes it's hard for us to say exactly what we want to say to people. Sometimes we know we can't say it. We might want to tell the people in our lives to leave us alone, but we can't. But when we use a journal to write down our feelings, it helps us get stress out. We have a journal to give you that you can use to write down what you feel. Write in it, but remember to hide it from the people you live with who might want to read it.

Health Educator:
Pampering yourself is a good way to cut down on stress. It feels good when we're nice to ourselves instead of just being nice to everyone else all the time. One way to do this is to take a warm bath or a warm shower with some scented bath gels.

This should be a time when you don't think about all the things you have to do. Just enjoy that small quiet time for yourself. We have some little bath gel packs to give you so you can see for yourself how relaxing it can be. We'll give out the bath packets at the end of the workshop if everybody participates in the rest of our activities.
Relax, Relate, Release (cont.)

**Peer Educator:**

Another thing that really helps is to talk to someone we know we can trust. We should find people who can be good sources of support for us and talk to them when we need to. This might be a sister, an aunt, a friend at school, or sometimes even a stranger...anybody you feel comfortable talking to.

Learning how to calm our minds is another way to reduce stress. Meditation is one way to calm our minds. Meditation just means reflection or contemplation—just taking time out to think. Prayer is a form of meditation. If we can take time to reflect on our own lives through meditation, we can see past the stress in our lives. Sometimes when we clear our minds of everything, it helps us to figure out what we have to do.

**Health Educator:**

Last, but definitely not least, regular exercise is a way to reduce stress in our lives. Physical activity is good for helping with depression as well as fatigue. Believe it or not, working out gives us more energy.

Let's all stand up. We're going to show you some special exercises that you can do to meditate and lower your stress.

At this point, the Health Educator begins the meditation and relaxation exercise called *Msogo Nguvu* (Powerful Movement). Instructions for this exercise are found on Handout C2-8: *Msogo Nguvu.*
Msogeo Nguvu
(Powerful Movement)

Msogeo Nguvu should be done listening to relaxing music. Start the music.

This exercise is often called meditation in motion. It is a technique that has physical, mental, and spiritual benefits. The exercise Msogeo Nguvu is a series of slow continuous moves. Msogeo Nguvu is African for Powerful Movement. So relax, do each movement slowly and breathe deeply through each exercise.

1. Stand up tall with your feet shoulder-width apart, with your arms relaxed at your sides. Now close your eyes. Imagine that waves in the ocean are moving your arms up and down. Flow with the rhythm as you let the waves move you. (Repeat about 10 times)

2. Next lift one arm above your head toward the sky, and drop the other arm toward the ground. Now move your arms up and down stretching toward the sky and stretching toward the ground. (Repeat about 10 times)

3. Place your hands in front of you, and stretch out your fingertips. Rub your palms together in a circular motion so that the natural curves move against each other and create heat. Separate your palms by about an inch and see if you can feel a sort of resistance—the Nishati (energy) between your hands. Move your hands apart and together to feel the Nishati (energy).

This is a relaxation technique that can be done at home. When doing it at home, wear comfortable clothing and do the exercise in your bare feet. Remember to relax, go slow, and breathe deeply through each exercise.

Adapted from Essence magazine
Purpose:
The Health and Peer Educators discuss the importance of exercise and fitness and lead some aerobic exercises, taking pulse rates before and after.

Materials Needed:
- exercise cards
- exercise posters
- second timer
- fitness video
- TV/VCR
- Handout C2-12: How to Pump It Up

Time:
30 minutes

Peer Educator:
Exercising is not only important to look good, it is also important for good health. Exercising causes your body to use oxygen and by using oxygen, your heart and lungs are strengthened.

How many of you participate in fitness activities? How many of you have done some type of fitness activity in the last week? Tell us what you did, how long you did it and whether or not you enjoyed it.

The participants each take a turn talking about their physical activity in the past week.

Health Educator:
Aerobic exercises cause your body to use more oxygen and this strengthens your heart and lungs. Aerobic exercise is good for you because it causes you to burn lots of calories and build endurance.

Aerobic exercise also helps you breathe easier because your chest muscles get stronger and helps the airflow in and out of your lungs faster. When you breathe easier, you get more oxygen. Oxygen moves from your lungs to your heart and all the other parts of your body. The reason your heart gets stronger is because it gets a good workout.

You will have better circulation. Your muscles will be toned and they will look and feel firmer. Calories are being burned off, so they won't be stored as unnecessary fat. Remember, you will definitely have much more energy and you will not tire as easily.
Pump It Up (cont.)

Health Educator:

Now let's talk about the opposite of aerobic exercise. This is what we call anaerobic exercise. This type of exercise builds muscle and increases your flexibility and endurance. But remember, anaerobic exercise does not exercise your heart and lungs.

How often do you think we should do aerobic exercise? We should do aerobic exercises 20-30 minutes, 4 or 5 times a week.

The Peer Educator hands out the exercise activity cards to the participants.

Peer Educator:

Now we are going to play a game. We are going to separate into 2 teams. I'm going pass out these cards; each has an activity on it. You need to figure out whether the activity is aerobic, anaerobic, or not an exercise at all. You will be given 60 seconds to finish. Go ahead and start, now. The team who has the most correct answers wins.

The participants place their cards on one of three posters labeled "aerobic," "anaerobic" or "not an exercise." After the participants have finished with their cards, go over each of the activities and discuss the correct answer. Peer Educator keeps score.

<table>
<thead>
<tr>
<th>Mall Shopping</th>
<th>No exercise</th>
<th>Swimming</th>
<th>Aerobic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going the movies</td>
<td>No exercise</td>
<td>Running</td>
<td>Aerobic</td>
</tr>
<tr>
<td>Watching television</td>
<td>No exercise</td>
<td>Tennis</td>
<td>Aerobic</td>
</tr>
<tr>
<td>Riding escalator</td>
<td>No exercise</td>
<td>Roller skating</td>
<td>Aerobic</td>
</tr>
<tr>
<td>Reading</td>
<td>No exercise</td>
<td>Soccer</td>
<td>Aerobic</td>
</tr>
<tr>
<td>Laughing</td>
<td>No exercise</td>
<td>Aerobic dancing</td>
<td>Aerobic</td>
</tr>
<tr>
<td>Listening to music</td>
<td>No exercise</td>
<td>Football</td>
<td>Aerobic</td>
</tr>
<tr>
<td>Talking on the phone</td>
<td>No exercise</td>
<td>Rope jumping</td>
<td>Aerobic</td>
</tr>
<tr>
<td>Bicycling</td>
<td>Aerobic</td>
<td>Calisthenics</td>
<td>Anaerobic</td>
</tr>
<tr>
<td>Racquetball</td>
<td>Aerobic</td>
<td>Warm-up exercises</td>
<td>Anaerobic</td>
</tr>
<tr>
<td>Dancing hard at a party</td>
<td>Aerobic</td>
<td>Tai Chi</td>
<td>Anaerobic</td>
</tr>
<tr>
<td>Basketball</td>
<td>Aerobic</td>
<td>Msogeo Nguvu</td>
<td>Anaerobic</td>
</tr>
<tr>
<td>Walking at a swift pace</td>
<td>Aerobic</td>
<td>Stretching</td>
<td>Anaerobic</td>
</tr>
<tr>
<td>Hiking up a hill</td>
<td>Aerobic</td>
<td>Weight lifting</td>
<td>Anaerobic</td>
</tr>
</tbody>
</table>
Pump It Up (cont.)

**Health Educator:**

We now know the importance of exercise. We also know the difference between anaerobic and aerobic exercises. Let’s put what we have learned into action.

Everyone take your pulse for 30 seconds. Find a pulse point, count the number of pulse beats in 30 seconds and multiply this number by two. Write this number down on handout C2-12, titled *How To Pump It Up.*

The participants may need help finding a pulse point and timing the 30 seconds. After the group has finished this and recorded their pulses on handout C2-12:

**Health Educator:**

Now we are going to exercise for about 5-10 minutes to a video. Everybody stand up, spread out and begin by stretching. Follow the video or if you’d rather, you can jog in place.

The Health and Peer Educators lead the group in aerobic exercises as shown on a video tape.

**Health Educator:**

Now take your pulse again for 30 seconds and write it on the handout, then multiply the number by 2.

What type of exercise did we just do?

Was your second pulse rate higher?

Do you know why?
Peer Educator:

Your pulse rate is a measure of your heart beating. Your pulse rate is higher now because your heart was working harder and beating faster trying to accommodate your body with the physical exercise you were just doing. That is how exercise impacts your heart, making it stronger while you burn calories. The normal pulse rate range at rest is 60-100. Normal pulse rate range after exercise is 120-220.

So remember try to do aerobic exercise for at least 20-30 minutes, 4-5 times a week.
**How to Pump It Up**

1. Take your pulse rate before exercise:
   a. Find the pulse point on your arm or neck.
   b. Count how many times it pulses in 30 seconds.
   c. Multiply that number by 2.

   ____ \( \times 2 = ____ \)

   This is your pulse rate at rest.
   (Normal pulse rate range at rest is 60-100)

2. Do aerobic exercise for 5-10 minutes.

3. Take your pulse rate again:
   a. Find the pulse point on your arm or neck.
   b. Count how many times it pulses in 30 seconds.
   c. Multiply that number by 2.

   ____ \( \times 2 = ____ \)

   This is your pulse rate after exercise.
   (Normal pulse rate range after exercise is 120-220)

**See the difference?**
Food and Health Debate

**Purpose:**
The group discusses attitudes and beliefs about eating and health practices.

**Materials Needed:**
Handout C2-9: Do You Agree or Disagree?

**Time:**
10 minutes

---

**Health Educator:**
Our attitudes and beliefs about things are very important. They influence the actions we decide to take in our lives. Now we’re going to do an exercise to see whether or not you agree with some things. Please turn to the handout in your workbook titled *Do You Agree or Disagree? (C2-9).*

**Peer Educator:**
In this activity, you will have the chance to state whether you agree or disagree with 10 common attitudes and beliefs about food and health.

I’m going to read each statement on the handout to you and you should write whether you agree or disagree by each statement. Write D if you disagree and A if you agree.

The Peer Educator reads each statement from the worksheet.

---

**Health Educator:**
Most of the statements in the food and health debate are simply attitudes. Of course, some attitudes may encourage healthy decisions, while others work against making healthy decisions.

However, some of the statements we have been discussing are misconceptions—beliefs that are based on false or inaccurate information. Statements 1, 2, 3, 4, 6, 8, 9 and 10 are misconceptions. We all need to practice having a positive attitude toward our health.
Do You Agree or Disagree?

1. If there is no known history of high blood pressure or high cholesterol levels in your family, you don’t have anything to worry about.

2. We’re all going to die someday, so all this talk about nutrition and fitness is nothing but a bunch of bull.

3. If I stay physically fit, I don’t have to eat nutritious meals and I’ll still be healthy.

4. Eating at least 5 fruits and vegetables a day won’t make a difference to my health.

5. Eating good nutritious meals can make you feel stronger, give you a burst of energy, and help you look great.

6. It would be too inconvenient for me to make changes in my diet.

7. Having a poor diet makes it easier for you to be a victim of heart attacks, strokes and some forms of cancer.

8. My whole family is healthy, so we don’t have anything to be worried about. We are going to continue eating whatever we please.

9. I know that nutrition and fitness don’t really matter, because I know plenty of people who eat junk food and never exercise, but are perfectly healthy.

10. If I could eat only nutritious foods there would be no pleasure in eating.
Keeping Track

Purpose:
The participants list what they have eaten the previous day.

Materials Needed:
Handout C.2-10: 24-Hour Food Assessment

Time:
10 minutes

Peer Educator:

When we eat the right foods in the right amounts, we can maintain a healthy body and mind. Different foods have very valuable nutrients, which act as your body’s supply for the energy and the strength you need to be productive each day.

Now that we have looked at a few of your attitudes and beliefs about food and health, let’s look at handout C.2-10, the 24-Hour Food Assessment Form. In the spaces provided on the worksheet, list what you have had to eat in the last 24 hours. Let’s begin with yesterday morning.

The participants write on the worksheet, as well as they can remember, what they have eaten in the last 24 hours.

Health Educator:

You all did a good job in listing the foods that you have eaten in the last 24 hours. We will use this information in the next activity.
24-HOUR FOOD ASSESSMENT FORM

BREAKFAST:

SNACKS BEFORE LUNCH:

LUNCH:

SNACKS BEFORE DINNER:

DINNER:

SNACKS BEFORE BEDTIME:
The Pyramid To Good Health

Purpose:
The Health and Peer Educators discuss healthy eating habits and the Food Guide Pyramid Serving Recommendations.

Materials Needed:
Poster 6: The Food Guide Pyramid
Handout C2-11: The Food Pyramid Servings

Time:
20 minutes

Display the Food Guide Pyramid (Poster 6).

Health Educator:

Eating healthy is not impossible to do. It is much simpler than you might think. All you have to do is follow the Food Guide Pyramid. You can still have the foods you like, while enjoying good nutrition.

The Food Guide Pyramid reflects the latest dietary recommendations for healthy Americans. Did you know that good nutrition can help reduce the risk for many illnesses? Nutritionists say that we should avoid too much fat and cholesterol and eat more complex carbohydrates and fiber.

Peer Educator:

If you use the Food Guide Pyramid, it will help you make food choices that reduce the fat and cholesterol in your diet as well as give you plenty of complex carbohydrates and fiber.

A healthy diet consists of whole-grain breads and cereals, lots of different vegetables and fruits, low-fat dairy foods, lean meats, and only a few fats and sweets each day. You can enjoy a healthy diet with vitamins and minerals without too many calories or too much sugar and salt.

Look at the Food Guide Pyramid we have here. It shows a variety of serving options for each food group. The number of servings right for you depends on the number of calories you need. So how many servings are right for you? Look at the Food Guide Pyramid. For young women like us, between 14 and 18, about 1,800 calories daily is right. You need about 6 ounces from the Grain Group, 2 1/2 cups from the Vegetable group, 1 1/2 cups from the Fruit group, 3 cups from the Milk group, and 5 ounces from the Meat & Bean group.
The Pyramid to Good Health (cont.)

**Health Educator:**

A lot of you may be wondering exactly how much is in a serving. So let's look at handout C2-11, *The Food Pyramid Servings*, and see exactly what the serving sizes are for each type of food you need to eat. This may seem like a lot of food, but the serving sizes are pretty small.

It is suggested that everyone eat at least 5 fruits and vegetables a day to reduce their risk of cancer, help any wounds heal faster, help them to see better at night and other benefits. Eating five fruits and vegetables a day is very important.

**Peer Educator:**

In the last activity you had to write down what you ate in the last 24 hours. Go back to that handout (C2-10) and look at it one more time. Look at the foods you have eaten in the last 24 hours. How did what you ate yesterday compare with the "MyPyramid Worksheet"?

Were the foods that you listed good or bad for you?
In the last 24-hours did you eat at least 5 fruits and vegetables?

**Health Educator:**

We hope this activity helps you understand the kinds of foods that are good for you. If you think or know that you are not eating right, you can change and make healthier food choices.
The Food Guide Pyramid
(Source: U.S. Department of Agriculture and
U.S. Department of Health and Human Services)
## MyPyramid Worksheet

Check how you did today and set a goal to aim for tomorrow.

<table>
<thead>
<tr>
<th>Write in Your Choices for Today</th>
<th>Food Group</th>
<th>Tip</th>
<th>Goal Based on a 1800 calorie pattern</th>
<th>List each food choice in its food group*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>GRAINS</strong></td>
<td>Make at least half your grains whole grains</td>
<td>6 ounce equivalents (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or ½ cup cooked rice, pasta, or cereal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>VEGETABLES</strong></td>
<td>Try to have vegetables from several subgroups each day</td>
<td>2 ½ cups (Subgroups: Dark Green, Orange, Starchy, Dry Beans and Peas, Other Veggies)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>FRUITS</strong></td>
<td>Make most choices fruit, not juice</td>
<td>1 ½ cups</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>MILK</strong></td>
<td>Choose fat-free or low fat most often</td>
<td>3 cups (1 ½ ounces cheese = 1 cup milk)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>MEAT &amp; BEANS</strong></td>
<td>Choose lean meat and poultry. Vary your choices—more fish, beans, peas, nuts, and seeds</td>
<td>5 ounce equivalents (1 ounce equivalent is 1 ounce meat, poultry, or fish, 1 egg, 1 T. peanut butter, ½ ounce nuts, or ½ cup dry beans)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PHYSICAL ACTIVITY</strong></td>
<td>Build more physical activity into your daily routine at home and work</td>
<td>At least 30 minutes of moderate to vigorous activity a day. 10 minutes or more at a time.</td>
<td></td>
</tr>
</tbody>
</table>

*Some foods don't fit into any group. These "extras" may be mainly fat or sugar—limit your intake of these.*

---

**How did you do today?**

- [ ] Great
- [ ] So-So
- [ ] Not so Great

**My food goal for tomorrow is:**

**My activity goal for tomorrow is:**
THE FOOD PYRAMID SERVINGS

The Grain Group:
Make Half Your Grains Whole!

What foods are in the grain group?
Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Whole grains contain the entire grain kernel—the bran, germ, and endosperm. Refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

The Daily Recommendation of Grains for girls aged 14-18 is 6 ounces of grains, with 3 ounces of whole grains.

Fruits
What foods are in the fruit group?
Any fruit or 100% fruit juice counts as part of the fruit group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. Go easy on fruit juices! (Many of the best parts of the fruit have been removed in order to make the juice.) Be sure to wash fruits before preparing or eating them.

The Daily Recommendation of Fruit for girls aged 14-18 is 1 1/2 cups.

Vegetables
What foods are in the vegetable group?
Any vegetable or 100% vegetable juice counts as a member of the vegetable group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed. Most vegetables are naturally low in fat and calories. None have cholesterol. Vegetables are organized into 5 subgroups, based on their nutrient content: Dark green, Orange, Dry Beans & Peas, Starchy and Other.

The Daily Recommendation of Vegetables for girls aged 14-18 is 2 1/2 cups.
Milk Group
What foods are in the Milk Group?
All fluid milk products and many foods made from milk are considered part of this food group. Foods made from milk that retain their calcium content are part of the group, while foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not. Most milk group choices should be fat-free or low-fat.
The Daily Recommendation of food from the Milk Group for girls aged 14-18 is 3 cups.

Meat & Beans Group
What foods are included in the meat, poultry, fish, dry beans, eggs, and nuts (meat & beans) group?
All foods made from meat, poultry, fish, dry beans or peas, eggs, nuts, and seeds are considered part of this group. Dry beans and peas are part of this group as well as the vegetable group. Most meat and poultry choices should be lean or low-fat. Fish, nuts, and seeds contain healthy oils, so choose these foods frequently instead of meat or poultry.
The Daily Recommendation of food from the Meat & Beans Group for girls aged 14-18 is 5 ounces.

Oils Group
What are "oils"?
Oils are fats that are liquid at room temperature, like the vegetable oils used in cooking. Oils come from many different plants and from fish. Some oils are used mainly as flavorings, such as walnut oil and sesame oil. Foods that are mainly oil include mayonnaise, certain salad dressings, and soft (tub or squeeze) margarine with no trans fats. Solid fats are fats that are solid at room temperature, like butter and shortening. Solid fats come from many animal foods and can be made from vegetable oils through a process called hydrogenation.
The Daily Recommendation of food from the Oils Group for girls aged 14-18 is 5 teaspoons.