



# Energize Our Families



## Parent Program A Leader's Guide



The National Heart, Lung, and Blood Institute (NHLBI) Health Information Center is a service of the NHLBI of the National Institutes of Health. The NHLBI Health Information Center provides information to health professionals, patients, and the public about the treatment, diagnosis, and prevention of heart, lung, and blood diseases and sleep disorders. For more information, contact:

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**We Can!**<sup>™</sup> is a national education program of the the National Heart, Lung, and Blood Institute (NHLBI) in collaboration with the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD) and the National Cancer Institute (NCI).

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# Energize Our Families

Parent Program  
A Leader's Guide



**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES**  
**National Institutes of Health**

National Heart, Lung, and Blood Institute  
National Institute of Diabetes and Digestive and Kidney Diseases  
*Eunice Kennedy Shriver* National Institute of Child Health and Human Development  
National Cancer Institute

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## Introduction and Overview

Welcome to the **We Can!**™ **Energize Our Families: Parent Program**, a four-session program with dynamic activities for parents to encourage a healthy weight in their family. The core concept explored is “energy balance,” or the long-term balance between ENERGY IN (calories from food) and ENERGY OUT (calories burned through activity). In a fun and hands-on way, the sessions focus on helping participants learn essential skills that can help their families make healthful food choices, become more physically active, and reduce recreational screen time.

Everything you need to conduct this program is included in the **We Can! Energize Our Families: Parent Program, A Leader's Guide**.

- **Four structured sessions** packed full of activities and discussions are designed to encourage creative thinking and practical problem-solving. Handouts that will be used throughout the program are included in Appendix B. These handouts comprise the **We Can!** Energize Our Families: A Family Guide.
- **Pre- and post-session evaluation instruments**—called *Tell Us What You Think* and *Tell Us What You Think Now*—that can help you gauge what the participants know about eating, physical activity, and screen time, and how these behaviors affect energy balance and weight maintenance.
- Handouts—all of the handouts for the participants to use during the sessions and at home. They are also available in the **We Can!** Energize Our Families: A Family Guide.

This Introduction and Overview provides background on the four sessions and the overall **We Can!** program. It also discusses some actions you may want to take when preparing to conduct the program and provides tips to make the program run smoothly.

## What is We Can!?

**We Can!**, or **W**ays to **E**nhance **C**hildren's **A**ctivity and **N**utrition, is a public education outreach program designed to help children 8-13 years old stay at a healthy weight by improving food choices, increasing physical activity, and reducing screen time.

The program is a collaboration of four Institutes of the National Institutes of Health (NIH)—the National Heart, Lung, and Blood Institute (NHLBI), the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), the National Institute of Child Health and Human Development (NICHD), and the National Cancer Institute (NCI).

Overweight is a growing problem for American adults and, increasingly, for their children. According to national data analyzed in 2002, it is estimated that 65 percent of adult Americans are overweight or obese. The percentage of children and teens who are overweight has more than doubled since the 1970s. About 17.1 percent of children and teens (12.6 million) are overweight and another 16.5 percent are at risk of becoming overweight. Families need help in their efforts to achieve and maintain a lifelong healthy weight. In response to this problem, NIH created **We Can!**

**We Can!** is unique because it focuses on parents and families at home and in their communities. Research shows that parents have a big impact on shaping the behavior of children. They can do much to help children maintain a healthy weight and prevent overweight.

**We Can!** components include:

- Parent programs like this one, youth programs, and community events taking place in locations throughout the country,
- Partnerships with worksites and national organizations,
- National media outreach activities to promote **We Can!** across the country,
- The **We Can! Families Finding the Balance: A Parent Handbook**, which provides a wealth of information and tips for parents and families, and
- A comprehensive Web site for parents, teachers, health care providers, and other community leaders who want to implement the **We Can!** program (<http://wecan.nhlbi.nih.gov>). The site includes downloadable materials, tipsheets, and other tools to help families and communities maintain a healthy weight. The site is refreshed regularly with new content, so check back often.

For more information on **We Can!**, visit <http://wecan.nhlbi.nih.gov>, call the **We Can!** toll free number at 1-866-35 WECAN, or contact the NHLBI Information Center at 301-592-8573 or [nhlbiinfo@nhlbi.nih.gov](mailto:nhlbiinfo@nhlbi.nih.gov).

## What is the **We Can! Energize Our Families: Parent Program**?

The **We Can! Energize Our Families: Parent Program** was developed for parents and caregivers to teach them how to help their families maintain a healthy weight through improved eating, increased physical activity, and reduced screen time. Relevant content from a variety of adult and youth curricula, as well as several Federal government agencies and respected health professional organizations, were reviewed to help create this program.

This four-session program is a modified version of the original 2005 program, which was a six-lesson program called **We Can! Energize Our Families: Curriculum for Parents and Caregivers**. Fourteen pilot sites around the country tested the six-lesson Curriculum for Parents and Caregivers, and their comments have been incorporated to make the new program more adaptable and easier to use.

Leaders of the original parent program told us that the parents enjoyed and valued the content of the program. Data analysis from these pilot sites showed that most of the lesson objectives were met because parents increased their knowledge and experienced positive behavior change while participating in the program.

At the same time, program leaders told us that it was hard to retain parents for all six of the 60-minute classes and that they adapted the program format to four classes. In addition, they began to call the curriculum a “Parent Program” to make it feel more fun and less school-like.

This revised **Parent Program** version, which consists of four 90-minute sessions, is included in this packet and on the **We Can!** Web site. The original six-lesson version is still available in Appendix A of the **We Can! Energize Our Communities: Toolkit for Action** and on the **We Can!** Web site. You can use either version of this program.

The remainder of this Introduction and Overview provides information on how to successfully carry out the four-session **We Can!** Parent Program. Many of our suggestions came from a diverse group of leaders of the **We Can!** Energize Our Families: Curriculum for Parents and Caregivers, who wanted to share their ideas.

The table on the next page provides a quick summary of the four-session program.

## Sneak a Peek at the *We Can!* Energize Our Families: Parent Program

Session	Title	Activities	Stretch Break	Handouts
1	<i>We Can!</i> Energize Our Families: Getting Started	<ul style="list-style-type: none"> <li>Welcome and Warm-up</li> <li>Tell Us What You Think</li> <li>Introduction to <i>We Can!</i></li> <li><i>We Can!</i> Help Your Children Eat Well and Move More</li> <li>Food Demonstration: Quick as a Flash Healthier Snacks</li> <li><i>We Can!</i> Try Tips to Eat Well and Move More</li> <li>Wrap-Up</li> </ul>	Full Body Stretch	<ul style="list-style-type: none"> <li>Tell Us What You Think</li> <li><i>We Can!</i> program overview PowerPoint slides.</li> <li><i>We Can!</i> Parent Tips: Healthier Eating While Saving Money</li> <li><i>We Can!</i> Food Comparison Chart</li> <li><i>We Can!</i> Help Your Children Eat Well and Move More tipsheet</li> <li>Quick as a Flash Healthier Snacks</li> <li><i>We Can!</i> Try Tips to Eat Well and Move More*</li> <li><i>We Can!</i> Try Tips to Eat Well and Move More Tracking Sheet*</li> <li>Snacks-100 Calories or Less**</li> </ul>
2	<i>We Can!</i> Maintain a Healthy Weight: The Energy Balance Equation	<ul style="list-style-type: none"> <li>Warm-Up</li> <li>Energy Balance</li> <li>Introduction to Body Mass Index</li> <li>Portion Distortion</li> <li><i>We Can!</i> Fit In Daily Physical Activity</li> <li><i>We Can!</i> Try Tips to Eat Well and Move More</li> <li>Wrap-Up</li> </ul>	Leg Stretch	<ul style="list-style-type: none"> <li>Energy Balance- ENERGY IN &amp; ENERGY OUT: Worksheet</li> <li><i>We Can!</i> Watch Our Weight</li> <li>Portion Distortion Quiz</li> <li><i>We Can!</i> Fit in Daily Physical Activity Planner</li> <li><i>We Can!</i> Try Tips to Eat Well and Move More*</li> <li><i>We Can!</i> Try Tips to Eat Well and Move More Tracking Sheet*</li> <li>Snacks-100 Calories or Less**</li> </ul>
3	What to Feed My Family: Manage ENERGY IN	<ul style="list-style-type: none"> <li>Warm-Up</li> <li><i>We Can!</i> Reduce Fat and Added Sugar, Part 1</li> <li><i>We Can!</i> Reduce Fat and Added Sugar, Part 2</li> <li>Food Demonstration: Snacks - 100 Calories or Less</li> <li><i>We Can!</i> Make Changes in Daily Eating</li> <li><i>We Can!</i> Try Tips to Eat Well and Move More</li> <li>Wrap-Up</li> </ul>	Neck and Shoulder Stretch	<ul style="list-style-type: none"> <li>Sample USDA Food Guide and DASH Eating Plan at the 2,000 Calorie Level</li> <li>Estimated Calorie Requirements</li> <li>Using the Nutrition Facts Label</li> <li>GO, SLOW, and WHOA Foods</li> <li><i>We Can!</i> Weekly Meal Planner</li> <li><i>We Can!</i> Grocery List Template</li> <li><i>We Can!</i> Prepare Healthier Recipes</li> <li><i>We Can!</i> Reduce Fat and Added Sugar in Meals and Snacks</li> <li><i>We Can!</i> Parent Tips: Making Healthier Food Choices</li> <li><i>We Can!</i> Try Tips to Eat Well and Move More*</li> <li><i>We Can!</i> Try Tips to Eat Well and Move More Tracking Sheet*</li> <li>Snacks-100 Calories or Less**</li> </ul>
4	Less Sit, More Fit: ENERGY OUT	<ul style="list-style-type: none"> <li>Warm-Up</li> <li><i>We Can!</i> Find Fun in Physical Activity: ENERGY OUT</li> <li><i>We Can!</i> Help Children Reduce Screen Time</li> <li><i>We Can!</i> Maintain a Healthy Weight...for Life</li> <li>Resources</li> <li>Tell Us What You Think Now</li> <li><i>We Can!</i> Try Tips to Eat Well and Move More</li> <li>Wrap-Up</li> </ul>	Desk Stretches	<ul style="list-style-type: none"> <li><i>We Can!</i> Make Physical Activity Fun</li> <li><i>We Can!</i> Help Children to Reduce Screen Time</li> <li>Youth Screen Time Statistics</li> <li><i>We Can!</i> Reduce Children's Screen Time Log</li> <li><i>We Can!</i> Help Children to Maintain a Healthy Weight for Life</li> <li><i>We Can!</i> Healthy Weight Resource List</li> <li><i>We Can!</i> Try Tips to Eat Well and Move More*</li> <li><i>We Can!</i> Try Tips to Eat Well and Move More Tracking Sheet*</li> <li>Tell Us What You Think Now</li> <li>Certificate of Completion</li> </ul>

\*These handouts are used in each session.

\*\*These handouts are used in more than one session.

## Preparing for the **We Can! Energize Our Families: Parent Program**

The **We Can!** Parent Program is being conducted around the country in many different settings, including parks and recreation centers, YMCAs, faith-based groups, hospitals, community centers, and worksites.

Here's how the program works:

- **Session 1** provides an overview of **We Can!** and why overweight is an important health issue for many Americans today.
- **Session 2** introduces the concept of energy balance (**ENERGY IN = ENERGY OUT**), and explores two issues that have a big impact on this equation—portion size and time spent in physical activity every day.
- **Session 3** provides strategies for reducing **ENERGY IN** (calories from food and drinks) and shows how participants can cut back on fat and added sugar—two big contributors to **ENERGY IN**.
- **Session 4** gives participants strategies for improving **ENERGY OUT** by helping participants increase physical activity and reduce screen time.

Before you carry out the program in your community, you'll want to consider a few factors that will affect how you deliver the program. Taking care of these in advance will help ensure that your program is a success.

### **Set up a Schedule for the Program**

The **We Can! Energize Our Families: Parent Program** is very flexible. You can schedule the sessions in a variety of ways:

- 90-minute sessions once a week for four weeks.
- 90-minute sessions four consecutive days over one week.
- Two three-hour sessions.
- Shorter sessions stretched out over a longer period of time.

Pick the schedule that works best for you and your participants. The following issues may help you decide how to schedule the program and whether to do each session in its entirety or to break it up into segments:

- Do potential participants have regular school, community, or family commitments on a particular day or at a specific time? For example, if your community center has youth sports practice at certain times and you know that parents will be there then, consider scheduling the program during those times.
- Are there cultural or religious reasons for selecting or avoiding particular days?
- When are facilities available?

### **Determine the Length of the Sessions**

The suggested length of time for each **We Can!** Parent Program session is 90 minutes. Each session consists of several types of activities, including a warm-up, discussions, hands-on work, a stretch break, and a session wrap-up. Suggested times are provided for each session activity.

The age, gender mix, and size of your group will affect how much time you will need for the sessions. Keep an eye on the time and be prepared to make decisions about places to expand or cut time for various activities based on your group's interest. For example, some of the activities allow for discussions and others include hands-on work. You may find that participants prefer one type of activity over another. You'll need to adjust the time to accommodate their preferences.

You also may find that participants need extra time to fully understand a topic, or they have a lot of questions and comments about an issue. Be flexible so that you can set aside enough time to complete the activities.

So, consider our timing suggestions to be just that—suggestions. Adapt the length of activities to suit the needs and interests of your participants.

### **Choose Your Location**

The **We Can!** Parent Program does not require fancy equipment or a particular type of room. All you need is a space large enough to accommodate your session activities. Most of the time, participants will be engaged in discussions, small group activities, or demonstrations. You also will need to make sure you have enough room for them to do the Stretch Breaks comfortably. If you have a large enough room, you may want to consider doing the discussions as “walkie-talkies,” in which participants are encouraged to walk around the space as they talk.

Two of the sessions include optional food demonstrations. Neither of these demonstrations requires cooking or a refrigerator, but if you have the resources available and would like to try a different low-calorie recipe or one that is more culturally appropriate, please modify this activity as desired.

## Recruit Participants

The importance of getting the word out on the benefits of your **We Can!** Parent Program should not be underestimated. To be successful in recruiting participants, consider a variety of ways to spread the word about your program and to make the program attractive to potential participants. Enlist partners to help spread the word and think about previous recruitment efforts that have been successful. Or, try something entirely new. Here are a few ideas to consider:

- **Create an exciting promotional flyer** with the date, location, and time.
- **Use a catchy program name to grab parents' attention**, such as **We Can!: A Parent Guide to Family Food, Fitness, and Fun**.
- **Promote your program widely** to schools, PTAs, community centers, health centers, and other local organizations where parents may see it.
- **Get to know your audience** and plan program times that fit their schedules.
- **Offer free incentives**, such as nutritious food, give-aways, access to free swimming/other facilities, or cooking instruction. Educational incentives, such as measuring cups and cutting boards, are popular.
- **Promote the program well in advance in the free listings** of your neighborhood paper or in your local parks and recreation magazine.
- **Provide childcare** to make it easier for parents to participate.
- **Combine one of your program's activities (e.g., a food demonstration) with an activity for the children of your participants**, if they are going to be attending a different program in the same place at the same time.
- **Coordinate with faith-based organizations** that offer regular programming that could be integrated with **We Can!**. Faith-based organizations often are a good recruitment source for the **We Can!** Parent Program.
- **Schedule "lunch and learns" or "brown bag lunches" with worksites** and their employees to implement the program.
- **Identify a well respected community leader or local celebrity** who could disseminate information about the program and encourage participation.
- **Promote the program in locations where you know you can find parents**, such as at youth soccer games, or at after-school or other community programs.
- **Invite participants to be We Can! Ambassadors**. Ask them to recruit friends, neighbors, and co-workers to future sessions.
- **Work with the local newspaper** to feature a family that is attending the **We Can!** Parent Program.

## Form Partnerships to Promote the Program

As you plan your program, consider teaming up with one or more community partners. Partners can provide invaluable support and all sorts of help:

- They can provide the food and supplies for your food demonstrations or the “freebie” gifts that you can use as thank-yous to participants.
- They can provide meeting space or other supplies for your activities.
- They can promote the program in the community or local workplaces.
- They can help lead the sessions.
- They can help you recruit participants.

Check out the Intensive Community Site abstracts on the **We Can!** Web site (<http://wecan.nhlbi.nih.gov>) for examples of local partnerships. Examples of these partners include supermarkets, State cooperative extension service, universities, hospitals, and a local chef’s association.

## Getting Ready to Lead the Sessions

Once you’ve completed all your initial planning, you’ll want to focus on what you need to do to lead the sessions. The information here will help you make the most of your time and skills. Take time to review this section now and refer to it again as needed.

### Learn How the Sessions are Organized

Each of the sessions follows the same format. These include an opening warm-up, **We Can!** activities, a stretch break, more activities, and two closing segments—an opportunity for participants to pick an eating well and physical activity tip to try between sessions (this activity is called **We Can! Try Tips to Eat Well and Move More**), and a session wrap-up. Two of the sessions contain an optional quick and easy food demonstration.

The first two pages of each session are your roadmap. They contain:

- Session overview.
- Session objectives.
- Session activities with suggested times.
- Materials needed to carry out activities, listed by activity.
- Leader’s preparation tips, listed by activity.

Each activity is separated by a wide bar (if you have a color version of the Leader's Guide, the bar is orange). Your instructions for the activities are laid out in a numbered sequence to make them easy to follow. Throughout, we provide italicized text that you can paraphrase or read to the participants. This text always starts with

## **SAY**

You'll also find **Leader's Notes** throughout the sessions. Be sure to read these notes for helpful information and teaching suggestions.

## **Plan the Sessions**

You will find that planning ahead and preparing carefully before each session will save valuable time and give you the confidence you need to lead the sessions smoothly. Leaders from around the country who have conducted the program have offered some valuable tips that may help you prepare in general for the program and for individual sessions. These tips include:

- **Read all the content before you begin** the sessions to familiarize yourself with topics that will be covered.
- **Order We Can! Materials.** Order or download all the following materials from the **We Can!** Web site (<http://wecan.nhlbi.nih.gov>) or contact the NHLBI Information Center at 301-592-8573 or [nhlbiinfo@nhlbi.nih.gov](mailto:nhlbiinfo@nhlbi.nih.gov).

You will use two tools throughout the program:

▶ **We Can! Energize Our Families: A Family Guide**

The Family Guide contains all the handouts for the Parent Program and plenty of space for notes and ideas that participants may want to write down during the program.

▶ **We Can! Families Finding the Balance: A Parent Handbook**

This easy-to-read handbook gives participants useful background information about the importance of maintaining a healthy weight. It's also full of practical tips and strategies to help families find the right balance between eating well and being physically active. Leaders give participants the Handbook at the end of Session 1. The Parent Handbook is optional.

Additional materials also are available for use during the sessions and as you promote **We Can!** programs and activities. These materials are:

- ▶ **We Can! Energize Our Communities: Toolkit for Action:** This toolkit gives community planners a one-stop shop of planning tools and reproducible materials so community groups, health departments, and parks and recreation agencies can conduct local outreach and programming for parents, youth, and the community at large with the helpful tipsheets and assessment tools for working with local media, partners, and conducting community events to support the **We Can!** program. The Toolkit also includes the original 6-lesson version of the **We Can! Energize Our Families: Curriculum for Parents and Caregivers.**
  - ▶ **We Can! Brochure:** The brochure is an easy way to let parents in your community know about **We Can!** Use this 3.5 in x 8.5 in brochure to hand out at events.
  - ▶ **We Can! Magnet:** Before you open the fridge, do you know your GO, SLOW, and WHOA foods? This lightweight magnet explains the differences between each food type using real-life examples in a visually appealing manner. It also includes the **We Can!** and Aim for a Healthy Weight Web site addresses for more in-depth healthier lifestyle information, 6 in x 9 in.
  - ▶ **We Can! Wristband** (youth and adult sizes): Show your support for a healthier future for our children by adopting habits to maintain a healthy weight. Each wristband comes in sky blue and is stamped with the **We Can!** logo. Share them with your friends, coworkers, and family, and help show a “can do” attitude to everyone trying to maintain a healthy weight. The wristbands are available in adult and youth sizes.
  - ▶ **Who Can Make IT Happen? We Can! – A Program Poster:** This attractive 28 in x 40 in poster can help you promote **We Can!** programming in your community center or doctor’s office. Space is available to add your organization name or local participation with the **We Can!** program and provides a reference to the **We Can!** Web site for additional information.
- **Get other materials (e.g., markers or paper) and any food demonstration ingredients before the session.** Many of the materials you get for Session 1 will be used in all the other sessions.
  - **As you get to know the participants, incorporate the dynamics of the group into your preparation.** For example, think of roles for the participants as appropriate or adapt an activity to reflect the participants’ specific interests.

- **Create a comfortable environment.** Evaluate your meeting space. Is the temperature comfortable? Is the lighting appropriate? Is the noise level acceptable? Make sure the atmosphere is right. Set up the room to maximize interaction and participation. Arrange the chairs and workspaces in ways that help participants feel at ease.
- **Make the most of the diversity of your participants.** The sessions provide many opportunities for participants to share and celebrate the richness and diversity of their family and community cultures. Adapt the discussions and activities as needed to suit the racial and ethnic identities of your group. For example, tailor the GO, SLOW, and WHOA food examples and the Portion Distortion activity to include familiar foods from your participants' cultures.
- **Limit the size of the group.** The sessions will work best when everyone is fully engaged in the activities and discussions. To ensure that everyone has a chance to participate, we suggest you limit the size of your group to no more than 15 participants.
- **Prepare for each session.** For the two sessions that include optional food demonstrations (Sessions 1 and 3), set up the activity in a place that won't be distracting to the participants. And, make a few copies of the handouts in case participants don't bring their Family Guides.

## **Make the Most of Your Work with Participants**

The following tips come from a variety of **We Can!** Parent Program leaders. Try them and see what they can do for you!

- **Welcome participants to the series** as though you are the host of a party and you want them to feel special and have a good time.
- **Ask what they expect to get out of the program** at the first session and then try to address these issues as much as possible.
- **Get to know your participants** and adapt activities to suit their situations and interests. For example, in discussions about adopting new eating and physical activity strategies, make sure that suggestions are sensitive to participants' family decision-making styles. If everyone in your group shares certain challenges when it comes to changing family food and activity patterns, adjust your activities or discussion questions to focus on finding solutions to those challenges.

- **Ask open-ended questions.** These questions are designed to get people talking. They often start with “what,” “when,” “where,” or “how.” For example, “What activities do you do together as a family?” encourages conversation much better than the close-ended question, “Does your family take walks together?”
- **Guide participants to the learning points** in the series by asking questions and focusing on the conversation to lead them to these points. Use opening phrases such as, “Tell me more about that...,” “I invite you to...” “I encourage you to...” to guide participants through these activities.
- **Encourage sharing and participation**, but be respectful to those who aren't ready to share.
- **Share examples of what works for you and your family**, so they feel comfortable sharing with you, but don't dominate the conversation with your own experiences. Provide opportunities for quieter members to “find their voice.”
- **Create a “parking lot”** for off-topic ideas. Sometimes, participants will raise interesting issues that are not directly related to the topic you are discussing at that moment. Write down these ideas on a large piece of paper that you can post in the room (the “parking lot”) and address them later during an upcoming break or after the session. Creating a parking lot is a good way to acknowledge the importance of the points they are making while still keeping the group focused on the topic at hand.
- **Manage the discussions and activities** by dividing participants into various small groups, as appropriate. This gives the participants a chance to work with different people and build relationships.
- **Include contests and games** to add enthusiasm and help participants keep their attention directed to a given task.
- **Provide ways for the participants to stay in touch** with one another after the workshop, such as exchanging contact information, emails, or business cards. Several programs have planned successful reunions about two months after the program ends so that participants can check in with each other.

## Have Fun and Be Creative

The **We Can!** Parent Program was designed to be fun and interactive. It has plenty of opportunities for dialogue and sharing among the participants. Creative partnerships with community organizations and area professionals can add another fun and creative element to the program. Partners can supply give-aways, demonstrations, and guest speakers.

## Use the Evaluation Instrument to Improve Your Effectiveness as a Program Leader

The *Tell Us What You Think* and *Tell Us What You Think Now* evaluation activities at the beginning and end of the program are optional. They are available in the Leader's Guide on p. 81 and on the **We Can!** Web site in the **What's We Can!** Resources for Communities section. *Tell Us What You Think* and *Tell Us What You Think Now* are the same document.

The evaluations are designed to give you a good sense of what participants know at two different times (before and after the program) about eating well, physical activity, and screen time and how these behaviors affect energy balance and weight maintenance. Choosing not to do these activities will not affect your ability to conduct the program. However, doing both activities and reviewing the responses before the sessions begin and then after you complete all of the sessions can be helpful in several ways:

- Responses to *Tell Us What You Think* will tell you how much the participants already know about the Parent Program topics. Understanding their prior knowledge, skill levels, and opinions will help you tailor the workshop to their needs and interests.
- A comparison of the “before” and “after” answers will help you gauge how much the participants learned during the program.
- The information from these pre- and post-program activities will give you data that you can use to plan future **We Can!** Parent Programs. The data also may be useful in making presentations to current or potential sponsors or organization administrators.

### **Keep this Activity Upbeat:**

*This activity is not a test! Keep the tone light and fun. Make the participants comfortable by telling them that there are no wrong answers and they won't be graded. Assure them that no matter how they answer, it will not affect their ability to participate in the program.*

## A Final Word Before You Begin...

### Share Your Ideas and Experiences with the *We Can!* Team

We'd love to hear from you! Please send us your ideas and experiences with the **We Can!** Parent Program by completing the **We Can!** Summary Form. The form is available on the **We Can!** Web site under **We Can!** Get Involved (<http://wecan.nhlbi.nih.gov/downloads/summary-form.pdf>).

## We Can! Energize Our Families: Getting Started

### Session Overview

Session 1 is an overview of **We Can! Energize Our Families: Parent Program**. The leader will welcome participants to the four-session program. Participants will fill out a short form to gauge their current knowledge of the topics covered in the program. The leader will explain the purpose, content, and structure of the program and guide a discussion about the everyday realities and challenges of eating well and being physically active.

### Session Objectives

By the end of this session, the participants will be able to:

- Complete and turn in the Tell Us What You Think form.
- State the purpose, content, and structure of **We Can!**
- Describe the important role that the family plays in learning new behaviors related to food choices and physical activity.
- Define and give an example of each of the following ways to support behavior change: being a role model, creating a healthier environment at home, and encouraging family decision making.

# Session 1



Total Time:  
**90 minutes**

## Session Activities

- Welcome and Warm-Up (5 minutes)
- Tell Us What You Think (10 minutes)
- Introduction to **We Can!** (25 minutes)
- Stretch Break (5 minutes)
- **We Can!** Help Your Children Eat Well and Move More (15 minutes)
- Food Demonstration: Quick as a Flash Healthier Snack (15 minutes) (Optional)
- **We Can!** Try Tips to Eat Well and Move More (10 minutes)
- Wrap-Up (5 minutes)

## Materials Needed

### Welcome and Warm-Up

- Large paper
- Easel
- Marker

*Throughout the sessions, the term “large paper” refers to any kind of large sheets of paper, oversize newsprint, or flip chart pads that are commonly used for group training. These sheets are available in most office supply stores, drug stores, or grocery stores. Use them to record participants’ thoughts during the discussions.*

### Tell Us What You Think

- Tell Us What You Think forms, p. 81 in the Leader’s Guide or on the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>.
- Pens or pencils
- Box or folder for completed Tell Us What You Think forms

### **We Can! Energize Our Families: A Family Guide**

- One copy for each participant

### Introduction to **We Can!**

- List of Healthier Behavior Challenges (see Leader’s Preparation, below, for details)
- Introduction to the **We Can!** Parent Program PowerPoint slides

- Laptop, LCD, and wall space (if you choose to project the PowerPoint slides from a computer)
- Copies of the **We Can!** slides, p. 90 in the Leader's Guide; Session 1 in the Family Guide. Photocopy from the Leader's Guide to hand out if you choose not to project the PowerPoint slides from a laptop.

### **We Can! Help Your Children Eat Well and Move More**

- **We Can!** Parent Tips: Healthier Eating While Saving Money, p. 91 in the Leader's Guide; Session 1 in the Family Guide
- **We Can!** Food Comparison Chart, p. 94 in the Leader's Guide; Session 1 in the Family Guide
- **We Can!** Help Your Children Eat Well and Move More tipsheet, p. 95 in the Leader's Guide; Session 1 in the Family Guide

### **Food Demonstration: Quick as a Flash Healthier Snack (Optional)**

- Paper plates, napkins, plastic knives/forks/spoons as needed
- Quick as a Flash Healthier Snacks handout (p. 97 in the Leader's Guide; Session 1 in the Family Guide).
- An assortment of items from the Snacks–100 Calories or Less handout (p. 109 in the Leader's Guide; Session 2 in the Family Guide). See the handout for information on serving sizes:
  - Fruit (green or red seedless grapes, bananas, applesauce cups)
  - Whole grains (whole-wheat crackers, unsalted, cup oat circles breakfast cereal)
  - Sweet treats (ginger snaps, fig bars)
  - Dairy (fat-free strawberry yogurt, reduced-fat cheese slices)
  - Combos (tortilla with melted low-fat cheese, cherry tomatoes, and sliced green peppers with fat-free creamy dressing)

### **We Can! Try Tips to Eat Well and Move More**

- **We Can!** Try Tips To Eat Well and Move More handout, p. 98 in the Leader's Guide; Session 1 in the Family Guide
- **We Can!** Try Tips To Eat Well and Move More tracking sheet, p. 100 in the Leader's Guide; Session 1 in the Family Guide

### **Wrap-Up**

- **We Can!** Families Finding the Balance: A Parent Handbook

## Getting the Materials You Need for Session 1

### **We Can! Energize Our Families: A Family Guide**

**Option 1:** Order printed copies of the **We Can!** Family Guide from the NHLBI Health Information Center at (301) 592-8573 or [nhlbiinfo@nhlbi.nih.gov](mailto:nhlbiinfo@nhlbi.nih.gov)

**Option 2:** Download handouts individually from the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>

**Option 3:** Photocopy the handouts from Appendix B

### **Tell Us What You Think – Evaluation Instrument**

**Option 1:** Find it on p. 81 of this Leader's Guide

**Option 2:** Download it from the **We Can!** Web site

### **We Can! Families Finding the Balance: A Parent Handbook**

**Option 1:** Order printed copies from the NHLBI Health Information Center at (301) 592-8573 or [nhlbiinfo@nhlbi.nih.gov](mailto:nhlbiinfo@nhlbi.nih.gov)

**Option 2:** Download it from the **We Can!** Web site

### **Introduction to the We Can! Parent Program PowerPoint slide set**

**Option 1:** Download from the **We Can!** Web site

**Option 2:** Photocopy from p. 90 in the Leader's Guide and Session 1 of the **We Can!** Family Guide

## Leader's Preparation

### **Warm-Up**

- Set up large paper, easel, and marker. Write down the session's activities and times on a sheet.

### **Tell Us What You Think**

- Photocopy the Tell Us What You Think form (one for each participant).
- Set up a box or folder to collect forms.

### **Introduction to the We Can! Parent Program**

- Get one copy of the **We Can!** Energize Our Families: A Family Guide for each participant if you choose not to photocopy handouts individually.
- If you choose to project the PowerPoint presentation from a laptop, set up the computer. Download the presentation from the **We Can!** Web site, <http://wecan.nhlbi.nih.gov>.
- If you choose not to project the slides from a laptop, you can guide participants to the Family Guide or hand out photocopies of the slides. If you choose the second option, photocopy one set of the slides for each participant.

- Prepare a large sheet with a header that reads “Healthier Behavior Challenges.” Under the header choose some of the following items and list them on the sheet:
  - Time
  - Family members are picky eaters
  - Not knowing which snacks are healthier
  - Motivating family members to eat well and be physically active
  - School lunches
  - Actions/attitudes of family members and other people
  - TV
  - Treats at school and daycare
  - Don’t like to exercise
  - Cost of healthier food
  - Planning meals (I don’t have the time; I don’t know how)
  - Planning shopping
  - Kids in the family with totally different needs
  - Don’t have the right shoes or equipment
  - Being able to control choices when kids aren’t with parents
  - Schedule conflicts
  - Priorities (too many important things to do!)
  - Conflicting interests
  - Access to places where we can be physically active

Cover the large sheet with a blank paper until you’re ready to show it to participants

### **We Can! Help Your Children Eat Well and Move More**

- If participants will not be using the Family Guide, photocopy the handouts (one for each participant).

### **Food Demonstration: Quick as a Flash Healthier Snacks (Optional)**

- Review this activity and prepare ahead as needed. Note the snack options on the Quick as a Flash Healthy Snacks handout. Note the serving sizes on the Snacks–100 Calories or Less handout and bring amounts appropriate to the size of your group (1 serving per person of a snack item).
- If you choose not to include this activity, adjust the timing of the other activities as needed.

### **We Can! Try Tips To Eat Well and Move More**

- If participants will not be using the Family Guide, photocopy the **We Can!**

- Try Tips to Eat Well and Move More handout (one for each participant).
- Photocopy the **We Can!** Try Tips to Eat Well and Move More tracking sheet (one for each participant). Each participant should have two copies of the tracking sheet—either one from the Family Guide and a photocopy, or two photocopies if the Family Guide is not used.

### Wrap-Up

- Have one **We Can!** Families Finding the Balance: A Parent Handbook for each participant. The Parent Handbook is optional.

## Session Activities: Guidance for Leaders



### Welcome and Warm-Up (5 minutes)

1. **SAY:** *Welcome to **We Can!**, which stands for Ways to Enhance Children's Activity and Nutrition. We are here today because we care about our children's health and well-being. The goal of this program is to empower you to help your family begin to enjoy the benefits of a lifestyle that includes healthy eating and increased physical activity. This program can also reinforce healthful actions that your family is already taking. You will learn new skills that can help your family practice these behaviors for a lifetime. You'll hear more about the program in just a moment, but right now, let's introduce ourselves.*
2. **BEGIN** the introductions by saying your name. If applicable, **SAY** the names and ages of your children. **ASK** participants to introduce themselves, say the names and ages of their children or the children they care for, and name one thing they hope to get out of this program.
3. **ADD** other points of interest as needed to fit the needs of the group.
  - Do participants need an orientation to the facility?
  - Do they know where the restrooms and water fountains are located?
4. Briefly **REVIEW** this session's activities and timing (most people like to have some idea of what to expect, especially what time a break is scheduled).

### Session Activities

- Welcome and Warm-Up (5 minutes)
- Tell Us What You Think (10 minutes)
- Introduction to **We Can!** (25 minutes)
- Stretch Break (5 minutes)
- **We Can!** Help Your Children Eat Well and Move More (15 minutes)
- Food Demonstration: Quick as a Flash Healthier Snack (Optional, 15 minutes)
- **We Can!** Try Tips To Eat Well and Move More (10 minutes)
- Wrap-Up (5 minutes)

### Tell Us What You Think (10 minutes)

1. **DISTRIBUTE** pens or pencils and the Tell Us What You Think form to participants.
2. **SAY:** *Before we get into the session, I'd like you to take about 10 minutes to tell us what you think about eating well, physical activity, and screen time. This will help us determine whether this session has the right information to help you help your families. At the end of the program, you'll fill out the same form.*
3. **INSTRUCT** participants to put the form in the large folder or box when completed.
4. **ALERT** participants when they have 1 minute remaining.

### Introduction to We Can! (25 minutes)

1. **SAY:** *Most people know that it is important for all family members to maintain a healthy weight, but getting your family to improve their food choices and be more physically active—behaviors that are key to maintaining a healthy weight—can sometimes be challenging.*

*As caretakers of our family's health, all of us have tried various approaches to eat nutritiously and to be more physically active. And, we all face challenges in helping our family engage in these behaviors. Here are just a few challenges that other parents just like you have mentioned. How many of these look familiar to you?*

2. **DISPLAY** large paper with the list of challenges. **ASK** participants if they experience any of these challenges. **ASK** if they can think of other

challenges and **ADD** them to the list.

**Leader's Note:** This should be a very brief discussion that gets participants engaged with each other and thinking about the issues they'll be hearing more about in your presentation about the **We Can!** program. Keep the tone light and humorous (e.g., "Wow, I can see nodding heads all around the room. It's nice to know we're all in this together, isn't it?") and move on quickly to the slide presentation.

3. If you are using the **We Can!** Energize Our Families: Family Guide, **DISTRIBUTE** a copy to each participant. **TELL** participants that the Family Guide contains a copy of all the handouts for the four-session series and that they will be using it in each session. **POINT OUT** the blank pages and encourage participants to jot down notes from the sessions or useful ideas and strategies to try at home.
4. **BEGIN** the PowerPoint presentation with Slide 1. Alternatively, use the **We Can!** Family Guide or **HAND OUT** photocopied slide sets.
5. **SLIDE 1:** As you may already know, overweight and obesity is a growing problem in our country, particularly among children. Since the 1970s, overweight has more than doubled among children ages 2–5 and more than tripled among youth ages 6–11 and adolescents ages 12–19. The National Institutes of Health conducts most of the nation's biomedical research on overweight and obesity. All of the **We Can!** information is based on this enormous body of scientific research. In order to get the word out on the importance of maintaining a healthy weight, NIH is teaming up with community organizations around the country, including ours, \_\_\_\_\_ (say name).

As parents and caregivers, you have an enormous impact on your children's behaviors. Besides this four-session program, the **We Can!** program has a number of resources to help you and your family learn more about smart food choices, physical activity, and the importance of maintaining a healthy weight. They include a new parent-focused Web site, a Parent Handbook, and other educational materials. You'll be getting a copy of the Parent Handbook at the end of this session.

#### **SLIDE 2: What is We Can!?**

- **We Can!** is a community-based healthy weight education program for families. Over 300 communities across the country in most States have committed to participating in **We Can!**
- **We Can!** has many resources to help you help your family maintain a healthy weight.

- The program was developed by leading weight, nutrition, and physical activity experts.
- **We Can!** is receiving national media attention. It has been featured on television on CNN, in magazines like *Better Homes and Gardens*, as well as in newspapers.
- **We Can!** also offers programs for youth ages 8–13 at our \_\_\_\_\_ (name your organization). These programs teach children about the same topics you will be focusing on in this program. You may want to sign up your children for these programs so that they can learn similar information and skills.

### **SLIDE 3: It's time for We Can! now!**

- National trends show alarming increases in the rate of overweight and obesity.
- Nearly 12.6 million American children older than age 6 are currently overweight. There is a strong likelihood that being overweight as a child will lead to being overweight as an adult—an almost 80 percent chance that overweight adolescents will be overweight as adults.
- Overweight poses both long-term and short-term challenges for children. Overweight is associated with a number of serious health problems, which are affecting younger and younger children these days.
- On the positive side, NIH-funded research shows that maintaining a healthy weight by improving food choices, being physically active, and reducing sedentary time can improve your family's quality of life now and prevent health problems in the future.

### **SLIDE 4: Why the increase in overweight?**

- The increase in overweight and obesity among children and adults has multiple causes: lifestyle, environment, and genetics. Although we can't control our genes, we can certainly make positive changes in our lifestyles and be aware of our environments.
- The bottom line is that adults and children are taking in more calories in foods and drinks than they're burning in physical activity. How has this happened?

**Leader's Note:** To make this presentation more lively and interactive, you may want to stop here and ASK participants to suggest some reasons why they think overweight and obesity have increased. If you choose not to, then CONTINUE with the following text.

- Larger portion sizes, more eating out, and more sitting in front of computers and television are all part of the problem.
- Another reason is that since the late 1970s, children's eating habits have changed dramatically. Drinking milk has dropped 39 percent and drinking carbonated sodas has increased 137 percent among children ages 6–11. Eating pizza has increased 425 percent and candy 180 percent, while eating vegetables has decreased 43 percent.
- At the same time, screen time has increased and physical activity has decreased. Physical education in schools has decreased in many places across the country. Almost 60 percent of youth ages 6–11 spend more than 3 hours in front of a screen each day (including TV, DVD, and computer). Studies suggest an increase in obesity with the increased time spent in front of the TV, particularly among younger children.

**Leader's Note:** *Following are the sources for the above statistics.*

*Change in children's eating habits: L. Cleveland USDA; NFCS 1977-78 and What We Eat In America; NHANES 2001-02, 1 day.*

*Increase in screen time and decrease in physical activity: NHANES II, NHANES III, NHANES 1999-2000; NHES Youth Ages 12-17 in 1967-70; NLSY Youth Ages 10-15 in 1990. From [http://www.cdc.gov/nccdphp/burden\\_pres/bcd\\_30.htm](http://www.cdc.gov/nccdphp/burden_pres/bcd_30.htm)*

## **SLIDE 5: Why are parents and caregivers KEY to We Can!?**

- Research has shown that parents are often their children's most important role model. You might find this hard to believe at times, but when asked, children often say that their parents are their most respected role models. This gives you a great opportunity to teach your children behaviors they can use to maintain a healthy weight and avoid serious health problems for the rest of their lives.
- As a parent or caregiver, you manage the home. Healthy eating and physical activity behaviors start at home, and we recognize that you are your family's primary teacher.

**Leader's Note:** *Again, to make the presentation more interactive, you may want to stop very briefly after introducing this point to **ASK** participants about ways they think parents influence the eating and physical activity behaviors of their families. Use these three points to guide participants, if necessary. If not, then state these points yourself.*

- ▶ You play an important role in deciding what and how much your

children eat and how much activity they get.

- ▶ You buy most of the food, prepare most of the meals and snacks, and provide opportunities for physical activity.
  - ▶ You also set up house rules that include when and how much your children are allowed to watch TV and DVDs and play on the computer.
- Finally, we know that it is easier for people to make lifestyle changes when they have support from those they are close to. Including the whole family in the process will help everyone make healthier choices and lead healthier lives together.

### **SLIDE 6: The basics of this *We Can!* Energize Our Families: Parent Program**

- **We Can!** is a four-session workshop. Each session is 90 minutes long. These sessions will help you:
  - ▶ Keep healthier foods within easy reach.
  - ▶ Choose and enjoy small portions at home and at restaurants.
  - ▶ Make sweetened drinks, high-fat foods, and foods with low nutrient value less accessible.
  - ▶ Support and enable family physical activity.
  - ▶ Support and enable reduced screen time.
- Each session offers simple and useful tips and tools built around the concept of “energy balance.” We’ll go into this in more detail in Session 2. “Energy balance” means balancing the number of calories you eat with the number of calories you burn through physical activity. Keeping this balance helps you maintain a healthy weight. You will learn how to maintain energy balance through making smart food choices, being physically active, and reducing screen time.
- We want to emphasize that in four sessions, we can’t tell you all there is to know about these topics. But **We Can!** gives you a great start so you can take ownership of these issues, which are so important to your family’s health!
- This program is not a weight loss program. If you have any questions about your or your child’s weight, please see your family doctor, pediatrician, or another health care provider.

### **SLIDE 7: What can *We Can!* do for you?**

- We hope **We Can!** will motivate you through:
  - ▶ Practical strategies, useful tools, and tips that you can use with your children to help them maintain a healthy weight.
  - ▶ Simple ways you can model healthier eating and physical activity for your family.
  - ▶ Resources you can use to address healthy weight with your family in the future.
- We also hope you'll enjoy sharing with and learning from the other participants, who are facing the same challenges that you are.

### **SLIDE 8: Questions and answers**

**SAY:** *That was a lot of information at one time about the program. Does anyone have any questions or thoughts?*

### **Stretch Break (5 minutes)**

**SAY:** *When the experts say we should be more physically active, they don't mean that we should only strap on a pair of running shoes and head out the door. They mean we should be active in lots of ways. Stretching is one way to be more active. Stretches can be easy to do, they don't require much space or equipment, and you can do them anytime. In the middle of each session, we're going to do a stretch to get your body up and moving. Please stand up and join me in today's stretch.*

*First, take a deep breath and reach both hands in the air as far as you can. Stand on your tiptoes if you like. Reach to the sky as high as you can without hurting your back. Breathe in and out normally. (**ALLOW** participants to do this for about 10–20 seconds.)*

*Exhale and slowly lower your hands to your waist.*

*Inhale and bend forward at the waist, letting your arms dangle in front of you as far as you can go comfortably. Let your head hang down. Do not lock your knees. Breathe in and out normally. (**ALLOW** participants to do this for about 10–20 seconds.) Slowly stand up.*

*Inhale and bring both arms behind you as far as you can comfortably and imagine your chest pushing forward. Keep your head up and your neck straight. Breathe in and out normally. (**ALLOW** participants to do this for about 10–20 seconds.) Bring your arms back to your side.*

*Inhale and bring your arms together in front of you, clasp your fingers*

together and bow your head slightly. Breathe in and out normally. (**ALLOW** participants to do this for about 10–20 seconds.) Slowly bring your arms back to your sides and bring your head up.

*I hope you enjoyed today's break. It should give you some energy for the next activity!*

## **We Can! Help Your Children Eat Well and Move More (15 minutes)**

1. **REFER** to the large paper listing the Healthier Behavior Challenges.

**SAY:** *As we agreed earlier, families today face challenges in maintaining a healthy weight. Let's talk about how we deal with these challenges.*

**Leader's Note:** *This is the first substantive group discussion of the program. It provides an important opportunity for the participants to get to know each other and for you to learn about the eating well and physical activity realities and successes they experience. Keep these issues in mind for possible use in future sessions. Previous participants in this program have reported that they found these discussions valuable and enjoyable. Keep time in mind, and allow participants to share with each other and explore the points below as fully as they wish. To make this activity a bit more active and if your space allows, make this discussion a "walkie-talkie." Encourage participants to get up and move around the room as they discuss.*

2. **ASK:** How have you dealt with these challenges? What ideas have you had to try to improve food choices and increase physical activity?
  - **ENCOURAGE** participants to share their thoughts. **RECORD** their ideas on a sheet of large paper. Here are some possible responses:
    - ▶ Providing fruits or vegetables as snacks to my children
    - ▶ Limiting foods and drinks with added sugar
    - ▶ Setting time limits for TV, DVD/video, and computer use
    - ▶ Going for walks together or promoting other physical activities
    - ▶ Talking together as a family about ways to make healthier choices
    - ▶ Planning grocery shopping and cooking with healthier choices in mind
    - ▶ Going grocery shopping and cooking with my children so we can make healthier choices together
    - ▶ Trying new types of fun physical activity with my children

3. **CONGRATULATE** participants on their ideas and responses. **NOTE** that

it is important for them to first recognize, then acknowledge, and finally reward themselves for the positive steps they are already taking.

4. **EXPLAIN** that they have many options for building on the steps they are already taking. Here are three examples.

- **Be a role model.** Children look up to their parents and want to do the things that they are doing. We know from NIH-supported research that if you eat nutritious foods, are physically active, and maintain a healthy weight, chances are your child will do the same. When you are physically active on most days, eat lots of fruits and vegetables, or drink water or low fat milk instead of soda, you are sending a powerful message to your children. Without even knowing it, you are being a role model for your family.

**ASK:** What kinds of healthy actions are you already taking?

- Create a healthy weight environment at home. You can make changes in your home environment to support your family in making healthier choices. For example, you can switch from whole milk to low-fat or fat-free milk, play ball outside with your children after work, and not allow them to have a television in their bedrooms. All of these actions help create a healthy weight environment at home.

**ASK:** What are some examples of things you do already that support healthy weight at home? Can you think of small changes you could add to what you are already doing?

**Leader's Note:** You may find it useful during this part of the discussion to do a "Show-and-Tell." Show a few items that can be helpful as family reminders, such as the We Can! parent tipsheets about healthier eating on a budget, the GO, SLOW, and WHOA kitchen magnet or the NHLBI Keep the Beat calendar, which allows people to keep track of their physical activity and healthier meals. To get these materials, contact the NHLBI Information Center at 301-592-8573 or [http://nhlbiinfo@nhlbi.nih.gov](mailto:nhlbiinfo@nhlbi.nih.gov) or go the We Can! Web site at <http://wecan.nhlbi.nih.gov>.

- Encourage your family to make healthier weight decisions together. It's often easier to stick to new behaviors if everyone in the family has agreed to them. For example, your family could decide to only drink fat-free milk or water at meals instead of soda, walk to a neighbor or friend's house instead of driving, or take up a family sport or activity instead of watching TV.

**ASK:** What decisions could your family make together to improve your health behaviors?

5. If appropriate for your group, **ACKNOWLEDGE** that it can sometimes seem

hard to make healthier eating and physical activity choices when the family is on a tight budget or lives in an area with few recreation facilities or grocery stores. If you have time, **ASK** participants to share money-saving eating and physical activity solutions that work for them and their children.

**Leader's Note:** *If it is appropriate for your group and you have time because this activity went quickly or you have chosen not to do the optional Food Demonstration (the next activity), you may want to briefly **DISCUSS** two handouts. These are the **We Can!** Parent Tips: Healthier Eating While Saving Money handout and the **We Can!** Food Comparison Chart. These handouts are found on p. 91 and 94 in the Leader's Guide and in Session 1 in the Family Guide.*

6. **CONGRATULATE** the participants on their current efforts. **TELL** them that during the program they will do a lot of talking about other specific steps they can take to support a healthy weight for themselves and their family members.
7. **GUIDE** participants to the **We Can!** Help Your Children To Eat Well and Move More tipsheet in the Family Guide or **HAND OUT** a photocopy. **ENCOURAGE** participants to write down some of the good ideas from the large paper onto the handout, if they wish.
8. **EXPLAIN** that this will teach them more about how to work with their family to make changes easier for everyone.

### **Food Demonstration: Quick as a Flash Healthier Snack (Optional, 15 minutes)**

1. **SAY:** *Many times, when we want a snack, we just want to grab and go. That's one of the main attractions of a bag of chips or a candy bar. But choosing healthier snacks can also be super quick. Just check out these satisfying snacks. **EXPLAIN** that the list of Quick as a Flash Healthier Snacks is available in Session 1 in the Family Guide. You can also refer to the Snacks-100 Calories or Less handout in Session 2 for more great snack ideas. More information on healthier snacks will be discussed in Session 3.*
2. **BRING OUT** the Quick as a Flash Healthier Snack options. **ENJOY!**

**Leader's Note:** *If you choose not to do this food demonstration, then adjust the timing of other activities in this session to incorporate the 15 minutes.*

## **We Can! Try Tips To Eat Well and Move More (10 minutes)**

1. **GUIDE** participants to the **We Can!** Try Tips To Eat Well and Move More tipsheet and tracking sheet in the Family Guide, or **HAND OUT** photocopies of the two sheets. **HAND OUT** a photocopy of the tracking sheet. (Participants should have two copies of the tracking sheet—either two photocopies or one photocopy and one copy in their Family Guide.)
2. **ASK** each participant to review the list on the tipsheet.
3. **ASK:** Has anyone tried any of these tips? What has worked for you?
4. **SAY:** *We know that adopting new behaviors can be hard, but over the next few sessions, we will share our successes and challenges and talk about how we can turn the challenges into successes.*
5. **ASK** participants to select one eating well and one moving more tip to try before the next session. **ASK** participants to write each tip on the tracking sheet in their Family Guide and on the photocopy. **ENCOURAGE** participants to take home the photocopy version and post it at home in a place where everyone can easily see it. **SUGGEST** that participants get their family members to also select eat well and move more tips and add them to the tracking sheet at home. This sheet can be a good reminder and motivator for everyone in the family. **NOTE** that at the end of each session, participants will pick two more tips to add to their tracking sheet.

**Leader's Note:** *You may have to adjust the instructions for this activity if you meet more often than once a week. Talk to the group about what would be most feasible for them and then stick to that recommendation at each session.*

6. **SAY:** *During the next session, we'll share our experiences with each other about what worked and didn't work. You can support each other by coming up with solutions to the challenges of helping your families make smart eating and physical activity choices.*

## **Wrap-Up (5 minutes)**

1. **SAY:** *Today, I gave you an overview of **We Can!** and we talked about ways to support health-promoting habits for ourselves and our families. The next three sessions will give you information and tools to improve the way*

*your family eats and moves. They will also teach you how to help your family make some of these changes on their own. Next time, we're going to learn about "energy balance."*

2. **SAY:** *By now, all this talk about food has probably made you think about what you're going to have for dinner. Spaghetti and meatballs, perhaps? Who can tell me how many calories are in an average plate of spaghetti and meatballs that you might get in a restaurant today? The answer is 1,025 calories for 2 cups of pasta and 3 large meatballs. How many people are surprised by this answer? Twenty years ago, how many calories do you think were in a plate of spaghetti and meatballs? The answer is 500 calories. A big difference—525 calories, to be exact. It will take a bit more physical activity to burn up those calories than it would have then. How much housecleaning would a 130-pound person have to do to burn the extra 525 calories? The answer is 2 hours and 35 minutes. We will discuss these topics and learn more about how to balance **ENERGY IN** and **ENERGY OUT** in the next three sessions.*
3. **DISTRIBUTE** the **We Can!** Families Finding the Balance: A Parent Handbook to each participant. **EXPLAIN** that this resource provides information and practical tips (optional) and tools to empower them to help their family maintain a healthy weight through positive changes to their food choice, physical activity, and screen time behaviors. It is similar in content to the four-session program, so it can be a useful at-home resource in between the sessions. In the Parent Handbook, they will find real-life examples of energy balance, the handy **GO, SLOW, and WHOA** foods guide, a Portion Distortion example, Guide to Calories Burned in Common Activities, a helpful resource list, and much more!
4. **THANK** participants for being a part of this important first session. **ASK** whether they have any questions or comments. If participants are using the Family Guide, **REMIND** them to bring it to the next session.



## Maintain A Healthy Weight: The Energy Balance Equation

### Session Overview

Session 2 is about energy balance. Energy balance is the basis for all of the following sessions in this four-session program for parents and caregivers.

### Session Objectives

By the end of this session, the participants will be able to:

- Define energy balance.
- List three examples of how they can balance the energy equation.
- Describe how portion size and serving size can affect energy intake and thus weight control.
- Identify the amount of time that adults and children should be physically active every day.
- List three ways to add physical activity to daily life.

### Session Activities

- Warm-Up (10 minutes)
- Energy Balance (15 minutes)
- Introduction to Body Mass Index (15 minutes)
- Stretch Break (5 minutes)
- Portion Distortion (20 minutes)
- **We Can!** Fit In Daily Physical Activity (20 minutes)
- **We Can!** Try Tips to Eat Well and Move More (2 minutes)
- Wrap-Up (3 minutes)

# Session 2



**Total Time:  
90 minutes**

## Materials Needed

### Warm-Up

- Markers
- Easel and large paper

### Energy Balance

- Pens or pencils
- Energy Balance: ENERGY IN & ENERGY OUT: Worksheet, p. 101 in the Leader's Guide; Session 2 in the Family Guide.

### Introduction to Body Mass Index (BMI)

- **We Can!** Watch Our Weight handout, p. 103 in the Leader's Guide; Session 2 in the Family Guide

### Portion Distortion

- Laptop, LCD, and wall space (if you choose to project the Portion Distortion PowerPoint slides from a computer)
- Portion Distortion PowerPoint slides (download from the Web site <http://wecan.nhlbi.nih.gov/downloads/lesson2.ppt>) or the Portion Distortion Quiz on p. 105 of the Leader's Guide; Session 2 in the Family Guide (if you choose not to project the PowerPoint slides from a laptop)
- Large bag of pretzels
- Three large bowls
- Measuring cups or small scale (see Leader's Preparation)
- Large paper, easel, and pens

### We Can! Fit in Daily Physical Activity

- **We Can!** Fit In Daily Physical Activity Planner, p. 108 in the Leader's Guide; Session 2 in the Family Guide
- Pencils

### We Can! Try Tips to Eat Well and Move More

- **We Can!** Try Tips To Eat Well and Move More handout, p. 98 in the Leader's Guide; Session 1 in the Family Guide
- **We Can!** Try Tips To Eat Well and Move More tracking sheet, p. 100 in the Leader's Guide; Session 1 in the Family Guide

### Wrap-Up

- Snacks–100 Calories or Less suggestion sheet, p. 109 in the Leader's Guide; Session 2 in the Family Guide

## Leader's Preparation

### Warm-Up

- Set up easel, large paper, and markers.
- Write down the session's activities and times on a sheet.
- Post a blank sheet of large paper. Divide the sheet in half vertically. At the top of the left column, write "Eat Well tips." At the top of the right column, write "Move More tips." At the end of the session, save this sheet for use in the third and fourth sessions.

### Energy Balance

- If participants will not be using the **We Can!** Energize Our Families: Family Guide, photocopy handouts (one for each participant).

### Introduction to Body Mass Index (BMI)

- If participants will not be using the **We Can!** Family Guide, photocopy handouts (one for each participant).

### Portion Distortion

- If participants will not be using the **We Can!** Family Guide, photocopy handouts.
- Set up a laptop and LCD projector (optional). The Portion Distortion PowerPoint slides can be downloaded directly from the **We Can!** Web site at <http://wecan.nhlbi.nih.gov/downloads/lesson2.ppt>.
- Purchase materials for presentation. Check Nutrition Facts label on the bag of pretzels to see whether serving size is measured by number of pretzels, weight (ounces), or volume (cups). If measured by weight, bring in a small food scale; if measured by volume, bring in appropriate-sized measuring cups.
- Set up easel, large paper, and markers.

### We Can! Fit in Daily Physical Activity

- If participants will not be using the **We Can!** Family Guide, photocopy handouts (one for each participant).

### We Can! Try Tips To Eat Well and Move More

- If participants will not be using the **We Can!** Family Guide, photocopy handouts (one for each participant).

### Wrap-Up

- If participants will not be using the **We Can!** Family Guide, photocopy handout.

## Session Activities: Guidance for Leaders

### Warm-Up (10 minutes)

1. As participants walk into the room, **ASK** them to go to the large paper in the front of the room and write down the eat well and move more tips they tried since the last session.
2. As soon as everyone has written down their tips, **WELCOME** participants to the second session.
3. **ASK** one or two participants to share their experiences of trying out the tips. Was it easy or difficult?
4. **SAY:** *Congratulations to all on a job well done. You will get opportunities to try more eat well and move more tips throughout the rest of the program.*
5. **ASK:** If anyone had problems with the tips you tried, why do you think it didn't go as well as planned? What could you do differently? **CHOOSE** one or two participants to respond. **LISTEN** to answers from participants. **ASK** the other participants in the group to offer suggestions on how to make the new behavior easier. If the other participants don't have suggestions, provide some of your own. For example, if they wanted to take a walk after dinner 3 days a week, you might suggest that they put their walking shoes by the door ahead of time so they have a visual reminder and are ready to go. Or try for 2 days a week instead of 3.

**Leader's Note:** *This should be a quick conversation just to warm up the participants, not an extended discussion. If participants are reluctant to end this conversation, you may ask them to hold their thoughts until the end of the session, when they can discuss them further as they pick their next eat well and move more tips.*

6. **ASK** participants whether they have any questions.
7. Briefly **REVIEW** the session's activities.

**SAY:** *Now we're going to talk about "energy balance" and "body mass index" or BMI. We're going to talk about what they are and why they're important to maintaining a healthy weight.*

## Energy Balance (15 minutes)

1. **ASK** whether participants have ever heard the term “energy balance.”

**SAY:** *Energy balance is important for maintaining a healthy weight. Imagine a scale. One side is the calories you take into your body by eating or drinking. We call that **ENERGY IN**. The other side is the calories your body burns in carrying out basic functions like breathing and digestion and in physical activity. We call that **ENERGY OUT**. To maintain your weight at the same level over time, energy **IN** must equal your energy **OUT**. If you burn more energy (calories) than you take in, you will lose weight. If you take in more energy (calories) than you burn, you will gain weight. Because children are still growing, energy balance in children is when there is an equality between energy **IN** and energy **OUT** that supports natural growth without promoting excess weight gain.*

2. **SAY:** *Maintaining energy balance depends on several things:*

- *Behavior—how many calories you consume and how much physical activity you get.*
- *Environment—the opportunities and challenges for eating well and physical activity that you find at home, work, school, or in your community.*
- *Genetics—heredity also plays a role in determining your weight. Genes can affect how the body stores fat or burns calories for energy.*

*Although you can't change your genes, you can change your behaviors and be mindful of your environment.*

3. **SAY:** *You don't need to exactly balance every day the calories you take in with those you burn up. It's the balance over time that counts. Maintaining energy balance is like balancing a budget. If you know you've eaten more calories (spent more dollars) than you budgeted for 1 day, then you can reduce the calories you consume (dollars you spend) the next day or increase your activity level (increase your income) to help you stay on budget.*
4. **EXPLAIN** that in the next few sessions, the group will explore some easy ways to balance their energy to help them maintain their weight.
5. **SAY:** *I'm going to give you an example of one situation in which balancing your “lifestyle energy budget” is important.*

*If you know you're going to a party and may eat more high-calorie foods than you normally would, then eat fewer calories for a few days beforehand so it balances out. Or, increase your physical activity for the few days before or after the party so you burn off the extra energy. This same idea also applies to your children. If they will be going to a birthday party where you know they will be eating cake and ice cream and other high-calorie foods, help them balance those calories the days before and after the party and provide opportunities for them to be more active.*

6. **ASK:** Can anyone think of other situations in which this idea would come in handy? If necessary, **SUGGEST** the following situations.

- A big business lunch
- A few days of inactivity for a child who's normally active
- During a holiday season when there are lots of parties!

7. **SAY:** *Those are great ideas for special occasions, but what about everyday life? The same principle applies. If your energy **IN** is regularly higher than your energy **OUT**, you'll gain weight. To get back into energy balance, you can either reduce your energy **IN**, increase your energy **OUT**, or best of all, do both.*

*Even small changes are important. Just eating 150 fewer calories a day than you usually do can lead to a loss of 5 pounds in 6 months or 10 pounds in one year. You can save about 150 calories by switching from a 12-ounce regular soda to water or by choosing a small-sized French fries instead of medium-sized. Going for a brisk 30-minute walk can burn up to 170 calories. Think of the calorie benefits of doing both!*

8. **SAY:** *We're now going to do an activity that can help you think about the relationship of **ENERGY IN** and **ENERGY OUT**.*

9. **GUIDE** participants to the Energy Balance: ENERGY IN & ENERGY OUT worksheet in the Family Guide or **HAND OUT** a photocopy. **HAND OUT** pens or pencils.

10. **ASSIGN** each person in the group a meal or snack example. If you have more than 6 people in the group, ask them to pair up so that one or two people are working on each example. **EXPLAIN** that they should use the handout to figure out how much physical activity the 150-pound person will need to do to burn off the calories in the meal/snack they were assigned. **ALLOW** them 10 minutes to complete the worksheet. If they have extra time, they can work on the other examples.

**Leader's Note:** This activity also can be done as a contest. Time the participants and see who can finish first. Or time them and see who can complete all 6 questions with different combinations of physical activity in each answer.

11. **ASK** participants to report on their findings.
12. **ASK** participants what they learned from this activity. **REMINDE** participants that they have to work harder or longer to burn off the higher-calorie meals and snacks than they do for the lower-calorie meals and snacks.
13. **SAY:** As we've learned, the balance of energy **IN** and energy **OUT** over time determines our body weight. But how do you know whether you're at a healthy weight or not? We're now going to do an activity to help you answer that question.

### Introduction to Body Mass Index (15 minutes)

1. **GUIDE** the participants to the **We Can!** Watch Our Weight worksheet in the Family Guide or **HAND OUT** a photocopy.
2. **ASK:** Does anyone know what body mass index, or BMI, is?

If necessary, **GUIDE** participants to the following response:

- BMI, or body mass index, is a measure of weight in relation to height. This information can help adults determine whether they are at a healthy weight. BMI doesn't work very well for people who are extremely muscular, very tall, or very short. In these cases, it may incorrectly classify someone as overweight or obese when they really are not. But overall, BMI is a good indication of healthy weight for the majority of the population.

**Leader's Note:** Make sure that participants understand that this entire activity, and this BMI chart, apply only to adults.

3. **SAY:** Let's look at the handout. Suppose that a man named Dan weighs 218 pounds and is 5 feet 9 inches tall. His wife, Susie, weighs 134 pounds, and she is 5 feet 4 inches tall. Are Dan and Susie at a healthy weight? Use the legend to see if they are in the healthy weight, overweight, or obese category. If their weight falls between two BMIs, you should choose the lower BMI number.

**ALLOW** 2 minutes for participants to find Dan's and Susie's BMIs.

Answer: Dan's BMI is 32, so he is obese. Susie's BMI is 23; she is at a healthy weight.

4. **SAY:** *If you know your height and weight, you can figure out your BMI with this chart. If not, have a health care provider measure you the next time you are at his or her office or measure your weight and height yourself if you have a scale and measuring tape at home. If you're at a healthy weight, your goal is to maintain it by keeping your energy **IN** and energy **OUT** in balance. If you're above a healthy weight, you will need to either increase the amount of physical activity you get or decrease the amount of food you eat. The best option is to do both.*
5. A healthy BMI is between 18.5 and 24.9. If you are in the healthy BMI range, try not to gain any weight, even if you still will be in a healthy weight range with the extra pounds. If you are overweight (a BMI of 25 to 29.9) and have other risk factors for heart disease, or are obese (a BMI of 30 or greater), you should consider seeing a health care provider to help you determine the best ways to lose weight. The information in this course may help you to lose weight by learning how to improve your diet and get regular physical activity, but you should work with a health care provider and have him or her monitor your health.

**Leader's Note:** *This is a good time to remind participants that this is not a weight loss program.*

6. **SAY:** *It's important to note that different BMI charts are used for children. Because children are still growing and boys and girls grow at different rates, children's charts take gender and age into account in determining weight status. A child or teen who is between the 85th and 95th percentile on the BMI-for-age growth chart is considered at risk of overweight. A child or teen who is at the 95th percentile or above is considered overweight. Ask your family doctor, pediatrician, or health care provider about your child's BMI-for-age. For more information about BMI-for-age growth charts for children, visit [www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.htm](http://www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.htm).*

## Stretch Break (5 minutes)

**SAY:** As I mentioned a little earlier, small changes really can add up. Switching from a medium to a small serving of French fries, for example, isn't a big change in and of itself. However, if you chose to have fries less often and always chose a small size, the calorie savings would add up over time. Small changes work for physical activity, too. Adding little bits of activity throughout your day not only helps your energy **OUT** but can be a great way to refresh your body and mind.

Today's stretch break, which focuses on your legs, is a good example of one of these little bits of activity. Try this while you're on the phone at home or waiting in line at the store. Everyone, please stand up and move to the back of your chair.

If you don't have enough space around you, feel free to move your chair so you have room to stretch out your legs.

Put both hands on the back of your chair and make sure your feet are shoulder-width apart in a comfortable stance.

Stand up straight. Tuck your abdominal (stomach) muscles in, and in two counts lift your left leg straight out to the side a few inches off the floor. Don't move your leg so far that you hurt yourself, but challenge yourself so you feel your muscles working. Hold the position for 2 seconds, and then lower back to start with a controlled movement in two counts. Lift 1-2, hold 1-2, lower 1-2 (repeat this 8 times). Switch to your right leg now. Lift 1-2, hold 1-2, lower 1-2 (repeat this 8 times.)

Now we're going to do the same thing, but instead of moving your leg out to the side, you're going to move it to the back behind you, which will help to strengthen the muscles. Make sure to keep your leg straight as you do this. Don't move your leg so far that you hurt yourself, but challenge yourself so you feel your muscles working. Let's start with the left leg: Lift 1-2, hold 1-2, lower 1-2 (repeat this 8 times) and now the right leg: Lift 1-2, hold 1-2, lower 1-2 (repeat this 8 times).

Good job everyone!

## Portion Distortion (20 minutes)

1. **SAY:** So far, we've been talking about BMI and the need to maintain energy balance to stay at a healthy weight. Now, we'll do an activity about one critical reason why energy **IN** is a problem for many people.

2. **ASK:**

- What do you think a “serving” means?

If necessary, **GUIDE** participants to the following responses:

- ▶ A “serving” is a measured amount of food or drink, such as one slice of bread or 1 cup of milk. Nutrition recommendations use serving sizes to help people know how much of different types of foods they should eat to get the nutrients they need. For example, the new MyPyramid food guide recommends 1-2 cups of fruit a day depending on your age, sex, and level of physical activity.

The Nutrition Facts panel on packaged foods also lists a serving size. The serving sizes on packaged foods are not always the same as those included in nutrition recommendations. However, these serving sizes are standardized to make it easier to compare similar foods.

**Leader's Note:** More information on the servings sizes used in nutrition recommendations can be found at [www.MyPyramid.gov](http://www.MyPyramid.gov).

- What do you think a “portion” means? If necessary, **GUIDE** participants to the following responses:
  - ▶ A “portion” is the amount of a specific food or drink you choose to have at meals, snacks, or other eating occasions. Portions, of course, can be bigger or smaller than recommended food servings.

3. **GUIDE** participants to the Portion Distortion Quiz in the Family Guide or **HAND OUT** a photocopy to each participant.

**Leader's Note:** If you have a laptop computer you can make this interactive by projecting the Portion Distortion Quiz downloaded from the **We Can!** Web site, at <http://wecan.nhlbi.nih.gov>.

4. **SAY:** *This Portion Distortion Quiz asks you to figure out the extent to which portion sizes have grown over the past few decades, and to determine how many calories are in today's portion.*
5. **ASK** participants to take 3 minutes to complete the Portion Distortion Quiz or, if you are showing the slides, **ASK** participants to guess the answer to each question. **GUIDE** participants to the right answer shown on the answer key, when necessary. **CONGRATULATE** participants on their correct answers.
6. **SAY:** *It should now be clear that just because a muffin or plate of pasta that you receive in a restaurant is one "portion," that does not mean it's one "serving." In fact, it could be several servings, and those servings can really increase your total calories for the day. Over time, this can lead to weight gain.*
7. **SUGGEST** that participants take this quiz home to share with their families or to do it together online on the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>.
8. **EXPLAIN** that knowing about portion control and serving sizes can help people balance their energy **IN** and maintain their weight. **NOTE** that the group will talk more about this in the next session.
9. **ASK** for three volunteers to participate in a demonstration. **GIVE** them each a large bowl. **HAND** the first volunteer the large bag of pretzels.
10. **ASK** each volunteer to take a turn putting in a bowl the amount of pretzels they think that they'd normally snack on at one time. Use a large bowl because the size will influence the portion size.

**Leader's Note:** *You will likely have a volunteer who will eat more than the standard serving size (1 ounce) of pretzels. If no one puts out more than 1 ounce, then volunteer yourself and portion out several servings of the pretzels to ensure a large portion to use as an example.*

11. **ASK** the volunteers how many calories they think is in 1 serving of pretzels.
12. **ASK** the volunteers to measure how much food they put into their bowls. They can do this easily by either counting the number of pretzels, measuring the portions with a small food scale, or using measuring cups. Have volunteers use the method that corresponds to the way the serving size is measured on the package.
13. **ASK** them to look on the Nutrition Facts label to determine how many

servings are in their bowls and how many calories these servings represent.

14. **ASK** volunteers to announce to the group how many servings they gave themselves and how many calories were in their portion of pretzels. **ASK** them to write this information on the large paper.
15. **ASK** them to refer to the Energy Balance: ENERGY IN & ENERGY OUT handout that they worked on earlier and figure out how much moderate activity a 150-pound person would need to do to burn the calories in the pretzels.
16. **EXPLAIN** that now they should have an idea of portion control and how the calories can add up when you eat more than one standard serving of a food. Also, they should now have a sense of how much activity they would need to do to burn off those extra calories. Let participants know that it is fine to have more than 1 serving at a time, as long as their total **ENERGY IN** balances their **ENERGY OUT**.
17. **CONDUCT** a quick brainstorm by asking participants for their ideas on how to control portions at home and when eating out. **RECORD** their ideas on the large paper.
18. At the end of the discussion, **CONGRATULATE** participants on their good ideas. **SUGGEST** that they copy these ideas on their Portion Distortion Quiz if they wish.
19. **ASK** participants whether they have any questions.

### **We Can! Fit In Daily Physical Activity (20 minutes)**

1. **SAY:** *Now let's move to the other side of the energy balance equation and talk about **ENERGY OUT**.*
2. **ASK:**
  - How much physical activity should we, as adults, be getting each day?  
If necessary, **GUIDE** participants to the following responses:

**Leader's Note:** *The following physical activity recommendations for adults and children are taken directly from the DHHS/USDA Dietary Guidelines for Americans, 2005.*

- ▶ To reduce the risk of chronic disease: Engage in at least 30

minutes of moderate-intensity physical activity, above usual activity, at work or home on most days of the week.

- ▶ For most people, greater health benefits can be achieved by engaging in physical activity of more vigorous intensity or longer duration.
- ▶ To help manage body weight and prevent gradual, unhealthy body weight gain in adulthood: Engage in approximately 60 minutes of moderate-to-vigorous-intensity activity on most days of the week while not exceeding caloric intake. (Some activities are either moderate- or vigorous-intensity physical activity depending on the rate at which they are carried out. For example, walking at 3.5 miles per hour is moderate intensity activity, while jogging at 5 miles per hour is vigorous.)
- ▶ To sustain weight loss in adulthood: Participate in at least 60 to 90 minutes of daily moderate-intensity physical activity while not exceeding caloric intake requirements. Some people might need to consult with a health care provider before participating in this level of activity.

- How much physical activity should your children and teenagers get?

If necessary, **GUIDE** participants to the following responses:

- ▶ At least 60 minutes of physical activity on most, preferably all, days of the week.

3. **SAY:** *If these numbers sound intimidating to you, don't worry. It's not as hard as it might seem to fit 60 minutes of physical activity into the family's daily schedule. It doesn't have to be all at once. NIH researchers have found that you can do separate, shorter sessions of physical activity and get the same benefits.*

4. **ASK** participants if they have ideas for short bursts of activity that they or their families can do during the day. **RECORD** these on the large paper.

If necessary, **GUIDE** participants to the following types of responses:

- Challenge your child to a race down to the end of the block and back.
- Schedule regular sessions of “family hoops” at a local basketball court or at home if you have a basketball net.
- Do stretching exercises while you watch your child's soccer practice.

- When you go to the mall with your children, encourage everyone to take the stairs instead of the escalator or elevator.
  - Take a walk around the school parking lot while you're waiting for your child to get out of an after-school activity.
  - Ask your child to walk the dog every day after school.
  - Go for a family swim at your local community center.
5. **SAY:** *Every day gives us chances to be more active. But sometimes, it's hard to remember to do so and it's hard to keep track of whether or not we've gotten in 60 minutes of activity, and when we need to add a little more.*
  6. **GUIDE** participants to the **We Can!** Fit In Daily Physical Activity planner in their Family Guide or **HAND OUT** a photocopy. **GIVE** a pencil to each participant.
  7. **SAY:** *Please take the next 10 minutes to fill out this **We Can!** Fit In Daily Physical Activity planner with the types of activities you think you and your family could realistically do, and the times of the week and day you think you can do them. Feel free to discuss ideas with the people sitting around you. Remember, be realistic. Don't sign your family up to run a marathon if you've never run one block. Start out small with short periods of activity that you can fit into your day and work your way up to longer and more involved activities. Remember, to prevent weight gain, you should aim for at least 60 minutes of moderate-intensity physical activity a day.*
  8. **ALLOW** participants 10 minutes to discuss with other participants and fill out the planners. **REMIND** them when they have 1 minute remaining.
  9. **SAY:** *When you go home, ask your family whether they would be willing to review this list, add to it, or change anything, if necessary. You should keep the final draft in a place where everyone can see it and refer to it. You can download more copies of the planner from <http://wecan.nhlbi.nih.gov>. Try to check back once a week to see whether you're achieving these goals. If not, you may need to change them. Consider offering your family non-food rewards for achieving a certain number of the goals.*

**Leader's Note:** *Another great source of information and motivation to help families become and stay physically active is the President's Council on Physical Fitness and*

Sports, which works to make the health and fitness of all Americans a top national priority. One of its most successful efforts is the President's Challenge (<http://www.presidentschallenge.org>). This effort encourages all Americans—from children to seniors—to make physical activity part of their everyday lives, no matter what their activity and fitness level. The Challenge has programs for people who are just starting out as well as those who are already active and want a new challenge. Both programs offer a personal online activity log to track progress along with awards for reaching goals. Suggest that participants visit this Web site with their families.

### We Can! Try Tips to Eat Well and Move More (2 minutes)

1. **GUIDE** participants to the **We Can!** Try Tips to Eat Well and Move More handout and tracking sheet in the Family Guide or **HAND OUT** a photocopy for them to use.
2. **ASK** participants to pick two new eat well and move more tips to try until the next session and to write down their tips on the **We Can!** Try Tips to Eat Well and Move More tracking sheet. **REMIND** them to add these tips to their tracking sheet at home.
3. **ENCOURAGE** them to continue to try the tips they picked during the previous session.

### Wrap-Up (3 minutes)

1. **SAY:** Today we talked about energy balance, Body Mass Index, or BMI, and the importance of energy **IN** and energy **OUT** to managing that balance. You now have some tools to take home to your families to help them maintain a healthy weight.
2. **SAY:** Next session, we're going to talk more about how to manage energy **IN** by using an approach with food called **GO, SLOW, and WHOA**. You probably can guess what we're getting at just by hearing these terms. Can anyone tell me whether the following foods are **GO, SLOW, or WHOA** foods?
  - Peach (response should be **GO**)
  - 2 percent low fat milk (response should be **SLOW**)
  - Doughnut (response should be **WHOA**)
  - Whole-wheat bread (response should be **GO**)

Join me next time to learn which foods are **GO, SLOW, and WHOA** to help guide your food choices.

3. **GUIDE** participants to the Snacks–100 Calories or Less sheet in the Family Guide or **HAND OUT** photocopies. If you choose to do the food demonstration in Session 3,

**SAY:** *In the next session, we're going to have another food demonstration. This time, you're going to be in charge. Here's a list of snacks. Each has 100 calories or less. We would like everyone to bring in 1 or 2 of the items, exactly as they are described here and in the designated serving sizes. We'll have an interesting and delicious snack variety to enjoy!*

4. **THANK** everyone for participating in this session. **ASK** whether they have any questions or comments. If participants are using the Family Guide, **REMIND** them to bring it to the next session.

## What to Feed My Family: Manage ENERGY IN

### Session Overview

Session 3 focuses on the ENERGY IN part of the energy balance equation. Participants will learn how to identify GO, SLOW, and WHOA foods in order to limit fat, added sugar, and calories in their foods and drinks. Participants also will be given other tips and tools to help them learn how to help their family maintain a healthy weight by reducing their calorie intake.

### Session Objectives

By the end of this session, the participants will be able to:

- List three ways to reduce fat and added sugar in daily eating.
- List two examples each of GO, SLOW, and WHOA foods.
- Suggest five alternatives to a traditional recipe ingredient to reduce fat and added sugar.

### Session Activities

- Warm-Up (5 minutes)
- **We Can!** Reduce Fat and Added Sugar, Part 1 (25 minutes)
- Stretch Break (5 minutes)
- **We Can!** Reduce Fat and Added Sugar, Part 2 (25 minutes)
- Food Demonstration: Snacks -100 Calories or Less (Optional, 10 minutes)
- **We Can!** Make Changes in Daily Eating (15 minutes)
- **We Can!** Try Tips To Eat Well and Move More (4 minutes)
- Wrap-Up (1 minute)

# Session 3



**Total Time:  
90 minutes**

## Materials Needed

### Warm-Up

- Posted large paper with lists of eat well and move more tips that participants have tried
- Markers
- Easel and large paper

### Reducing Fat and Added Sugar, Part 1

- Sample USDA Food Guide and the DASH Eating Plan at the 2,000-Calorie Level, p. 111 in the Leader's Guide; Session 3 in the Family Guide
- Estimated Calorie Requirements handout, p. 113 in the Leader's Guide; Session 3 in the Family Guide
- Using the Nutrition Facts Label handout, p. 114 in the Leader's Guide; Session 3 in the Family Guide
- GO, SLOW, and WHOA Foods handout, p. 116 in the Leader's Guide; Session 3 in the Family Guide
- **We Can!** Weekly Meal Planner, p. 118 in the Leader's Guide; Session 3 in the Family Guide
- **We Can!** Grocery List Template, p. 119 in the Leader's Guide; Session 3 in the Family Guide

### Reducing Fat and Added Sugar, Part 2

- Deck of cards
- Six small paper plates
- Six index cards
- Marker
- Can of shortening or tub of butter
- Small bag of white granulated sugar
- A 1-teaspoon measuring spoon
- Napkins or paper towels for cleaning up
- **We Can!** Prepare Healthier Recipes handout, p. 120 in the Leader's Guide; Session 3 in the Family Guide
- **We Can!** Reduce Fat and Added Sugar in Meals and Snacks handout, p. 122 in the Leader's Guide; Session 3 in the Family Guide
- Pens or pencils

### Food Demonstration: Snacks - 100 Calories or Less (Optional)

- Paper plates, napkins, plastic knives/forks/spoons
- Two to three items from the list to bring to the session
- Snacks—100 Calories or Less handout, p. 109 in the Leader's Guide; Session 2 in the Family Guide

## **We Can! Make Changes in Daily Eating**

- **We Can!** Prepare Healthier Recipes handout, p. 120 in the Leader's Guide; Session 3 in the Family Guide
- **We Can!** Reduce Fat and Added Sugar in Meals and Snacks handout, p. 122 in the Leader's Guide; Session 3 in the Family Guide
- **We Can!** Parent Tips: Making Healthier Food Choices handout, p. 124 in the Leader's Guide; Session 3 in the Family Guide

## **We Can! Try Tips to Eat Well and Move More**

- **We Can!** Try Tips To Eat Well and Move More handout, p. 98 in the Leader's Guide; Session 1 in the Family Guide
- **We Can!** Try Tips To Eat Well and Move More tracking sheet, p. 100 in the Leader's Guide; Session 1 in the Family Guide

## **Leader's Preparation**

### **Warm-Up**

- Set up easel, large paper, and markers.
- Write down the session's activities and times on a sheet.
- Post the large sheet with participants' eating well and moving more tips from the previous session.

### **Reducing Fat and Added Sugar, Part 1**

- If participants will not be using the **We Can!** Family Guide, photocopy handouts (one for each participant).

### **Reducing Fat and Added Sugar, Part 2**

- If participants will not be using the **We Can!** Family Guide, photocopy handouts (one for each participant).
- Purchase items needed for demonstration.
- Place six index cards in front of six paper plates on a table where all the participants can see. Each of the six index cards should contain information from the table below. For example, the first index card should say:

#### **Whole Milk**

8 grams (g) of fat

2 teaspoons (tsp) of fat

Use this chart to create the other index cards.

Item	Grams of Fat	Teaspoons of Fat	Calories
1 cup (8 ounces) whole milk	8 g	2 tsp	150
1 cup (8 ounces) 1 percent low-fat milk	3 g	1 tsp	102
3 ounces sausage	34 g	8.5 tsp	300
3.5 ounces skinless chicken breast	5 g	1.5 tsp	140

Item	Grams of Sugar	Teaspoons of Sugar	Calories
12-ounce regular soda	41 g	10.5 tsp	150
12-ounce water	0 g	0 tsp	0

**Important Note:** If your group is not likely to consume soda, milk, sausage, or chicken, then choose different foods or drinks that would better fit their culture and food preferences. The number of teaspoons of fat in a food or drink can be found by dividing the number of fat grams by 4. For example, a food with 16 fat grams has 4 teaspoons of fat. The number of teaspoons of sugar found in a food or drink can be found by dividing the number of sugar grams by 4.1. Use the Nutrition Facts label to find fat and sugar amounts.

### **Food Demonstration: Snacks 100 Calories or Less (Optional)**

- Review this activity and prepare ahead as needed. Bring in 2 or 3 snacks from the Snacks–100 Calories or Less list in case participants forget to bring theirs.

### **We Can! Make Changes in Daily Eating**

- If participants will not be using the **We Can!** Family Guide, photocopy handouts (one for each participant).

### **We Can! Try Tips To Eat Well and Move More**

- If participants will not be using the **We Can!** Family Guide, photocopy handouts (one for each participant).

## Session Activities: Guidance for Leaders

### Warm-Up (5 minutes)

1. As participants walk into the room, **ASK** them to put their snack items in the spot you've set aside for the Food Demonstration. **ASK** participants to go to the large paper in the front of the room and write down the eating well and moving more tips they tried since the previous session.
2. As soon as everyone has written down the tips they chose, **WELCOME** participants to the third session.
3. **ASK** one or two participants to share their experience of trying out the tips. Was it easy or difficult?
4. **CONGRATULATE** everyone on working so hard to help their family maintain a healthy weight.

### We Can! Reduce Fat and Added Sugar, Part 1 (25 minutes)

1. Briefly **REVIEW** the session's activities.

**SAY:** *In the last session we talked about energy balance—maintaining a healthy weight by balancing the calories we take in with the calories we burn off. We talked about how portion sizes have grown so that they do not equal a common serving size and may provide a lot of excess calories. And we discussed physical activity recommendations and how to plan for daily physical activity.*

*Today we're going to focus some more on the energy **IN** part of the energy balance equation. The 2005 Dietary Guidelines for Americans recommends an eating pattern that emphasizes fruit, vegetables, whole grains, and fat-free and low-fat milk and milk products; includes lean meats, poultry, fish, beans, and nuts; and is low in saturated fat, trans fat, cholesterol, salt (sodium), and added sugar.*

2. **GUIDE** participants to the USDA Food Guide and DASH Eating Plan handout and the Estimated Calorie Requirements handout in the Family Guide or **HAND OUT** photocopies to each participant.

3. **SAY:** *The USDA and the NIH have translated the Dietary Guidelines into recommendations for daily eating. The handout shows amounts of recommended foods and serving sizes at a 2,000 calorie per day level. The Estimated Calorie Requirements handout shows how many calories are required for males and females at each age group and with varying amounts of physical activity. Recommended servings in the USDA Food Guide and DASH Eating Plan would be smaller for people at lower calorie levels and larger for people at higher calorie levels.*
4. In this session, we'll learn ways to apply these eating plans by limiting total fat and added sugar. This is an important way to reduce energy **IN**, which can help us and our families maintain a healthy weight.

**SAY:** *Can you tell me which foods are high in fat and added sugar?*

**ENCOURAGE** participants to share their thoughts. Here are some possible responses:

- Fried foods
- Fatty meats
- Milk products made with whole milk (whole milk, cheese)
- Added fats in cooking and at the table (oils, butter, margarine)
- Soda and sweets (doughnuts, cake, cookies, ice cream, candy)
- Sugar added to processed foods (breakfast cereals, baked goods, snack items)

**SAY:** *Eating foods that are high in fat or added sugar can make it difficult to maintain energy balance because those foods and drinks are often also high in calories. Another reason to cut back on foods that are high in fat or added sugar—like doughnuts, candy, or potato chips—is that many of these foods are low in vitamins, minerals, and other nutrients your body needs for good health.*

*It's hard to maintain "energy balance" if you eat many of these foods, especially if you're not active enough to burn off the extra calories. If you or someone in your family needs to achieve energy balance by reducing energy **IN**, the best place to start is to reduce foods and drinks that are high in fat or added sugars.*

5. **SAY:** *It's not always easy to know whether a food is high in fat and added sugar. One of the best tools you can use to recognize high-calorie foods is the Nutrition Facts label. This label is found on most packaged foods. Because we eat so many processed and prepared foods, the Nutrition Facts label can really help you learn more about the foods you choose. On the label you will find the serving size, calories, and amounts of fat, sugar, and nutrients in a particular food or drink. In addition, you also will find the amounts of saturated fat, trans fat, cholesterol, and sodium.*
6. **GUIDE** participants to the Using the Nutrition Facts Label handout in the Family Guide or **HAND OUT** a photocopy for them to use.
7. **SAY:** *Please take a few minutes to look over the Using the Nutrition Facts Label handout.*
8. **ASK:** *What is the serving size of this food? (Answer: 1 cup.) How many calories are there in this package of food? (Answer: 500 calories.) How many grams (g) of total fat are in the package? (Answer: 24 g.)*
9. **SAY:** *Some of you may have thought the answer was "250 calories and 12 grams of fat" because the label lists the amount of calories and fat for only one serving, but this package contains 2 cups. That's actually two servings, so you have to double the amount of calories and fat listed in one serving.*

*It's important to know how to use a Nutrition Facts label so that you don't eat an entire package of food and get more calories than you expected. Remember, the number of servings you eat determines the number of calories you actually consume.*

*It is also important to know that each gram of fat you eat equals 9 calories. Fat has twice as much energy as carbohydrates (including sugar) and protein. Limiting the amount of fat you eat is one great way to limit your calorie intake. On the right side of the label, you will see a column of percentages labeled "% Daily Value," or "% DV." These percentages tell you whether the food contains a lot or a little of that nutrient.*

*Use the "5-20 rule" to make sense of the % DV. Twenty percent or more DV is high in that nutrient; 5% or less DV is low. The % DV for total fat for one serving of the food on our Nutrient Facts label is 18 percent, which is less than the 20 percent, and therefore a relatively low-fat food. If you want to cut back on fat, try to choose foods that are less than 20% DV for total fat.*

Keep in mind that sugars listed on the Nutrition Facts label include natural sugars (like those in fruit and milk) as well as those added to a food or drink. Sugar is added to many processed foods, and that adds calories. To cut back on added sugars, choose packaged foods that do not list added sugars as one of the first few ingredients in the ingredient list. Some names for added sugars include corn syrup, high-fructose corn syrup, fruit juice concentrate, maltose, dextrose, sucrose, honey, and maple syrup. You also can compare the amount of total sugar on the Nutrition Facts labels of two products.

Being able to understand food labels will help you recognize foods that are high in fat and added sugar. You can then use several strategies to cut back on these foods. Before we go on to talk about those strategies, does anyone have any questions about reading the Nutrition Facts label?

10. **RESPOND** to any participant questions.

11. **SAY:** *If you must choose high-fat, high-added-sugar foods, here are three ways to reduce their impact on your energy **IN:***

- *Choose them less often.*
- *Reduce the portion size of those foods and drinks.*
- *Substitute foods high in fat or added sugar in your meals and recipes with foods or drinks that are lower in fat or added sugar.*

*The first way is to have high-fat, high-added sugar foods less often. One easy way, especially with foods that don't always come with a label, is called **GO, SLOW, and WHOA.***

12. **GUIDE** participants to the **GO, SLOW, and WHOA** chart in the Family Guide or **HAND OUT** a photocopy to each participant.

13. **SAY:**

- **GO foods** contain a low amount of fat and added sugar. **GO** foods are nutrient-dense foods, which means that they are rich in nutrients and relatively low in calories. Examples of **GO** foods include: fruits and vegetables, whole-grain foods without added fats, fat-free or 1 percent low-fat milk and milk products, and lean cuts of meat. Enjoy **GO** foods almost any time.

- **SLOW foods** are higher in fat and added sugar than **GO** foods. Examples of **SLOW** foods include: vegetables prepared with added fat and sauces, French toast, fruit canned in syrup, 2 percent low-fat milk, and whole eggs cooked without added fat. You can have **SLOW** foods sometimes or less often.
- **WHOA foods** are the highest in fat and added sugar of the three groups. **WHOA** foods have the most calories (they are “calorie dense”) and many are low in nutrients. Examples of **WHOA** foods include: fried foods; baked goods such as croissants, doughnuts, cakes, and pies; whole milk; candy; regular soda; and chips. Have **WHOA** foods only once in a while or on special occasions.

One of the major differences between **GO, SLOW, and WHOA** foods is the way they are prepared. See how a **GO** food, such as a potato, can change into a **SLOW** food by adding a little butter and sour cream, or change into a **WHOA** food by making it into French fries.

**Leader’s Note:** If you have ordered GO, SLOW, WHOA magnets for participants, you may want to distribute these now.

14. **SAY:** The **GO, SLOW, and WHOA** chart has food categories for almost anytime, sometimes, and only once in a while. Use the **GO, SLOW, and WHOA** chart to help you create your weekly meal plan. Use the **We Can!** Weekly Meal Planner and **We Can!** Grocery List Template to plan your meals and shopping for the week. Take the Grocery List to the store next time you go with your children so they can help you stock your house primarily with **GO** and **SLOW** foods. Remember, if you don’t have **WHOA** foods in your house, you and your family won’t be tempted to eat them.

15. **ASK:**

- What are some **WHOA** foods that your family eats a lot of that you could offer them less often?
- What **GO** or **SLOW** foods can you and your family eat more often to replace those **WHOA** foods?

**LISTEN** to responses from participants. **RECORD** their ideas on the large paper.

16. **SAY:** Before we talk about our other ways to reduce fat and added sugar from your family’s daily eating, let’s take a stretch break.

## Stretch Break (5 minutes)

**SAY:** Here's a good stretch that focuses on your neck and shoulders. Please stand up by your chair and make sure you have room to move around. If you feel any pain, please don't continue the stretch. When stretching, especially your neck muscles, try not to overextend the muscle in the stretch so that you hurt yourself. Just do it with enough effort so you can feel the stretch comfortably.

Take a few slow, deep breaths and let your body relax. Lean your head to the right slowly so you stretch out the muscles in your neck. Hold for three slow counts, 1-2-3. Now, bring your head back to the middle. Lean your head over to the left now. Hold for three slow counts, 1-2-3. Now, bring your head back to the middle. Lean your head back slowly, again remember not to overextend the neck muscles. You want to move slowly into a comfortable stretch, and hold for three slow counts, 1-2-3. Now, bring your head back to the middle. Finally, bring your head forward. Hold for three slow counts, 1-2-3. Now, bring your head back to the middle.

Now, bring your right shoulder slowly toward your ear and bring it back down. Do this five times. 1, 2, 3, 4, 5. Now do it for the left shoulder. 1, 2, 3, 4, 5. Now move both of your shoulders in forward circles. Do this five times. Now move both of your shoulders in backwards circles. Do this five times.

Bring your right arm straight in front of you. Keeping your right arm straight, with your left forearm, pull the right arm toward your chest above the elbow of the right arm. Hold this stretch for 5 seconds. 1, 2, 3, 4, 5. Slowly bring your right arm back to center and drop it down. Let's do this for the left side. Bring your left arm up in front of you. Keeping your left arm straight, with your right forearm pull the left arm toward your chest above the elbow of the left arm. Hold this stretch for 5 seconds. 1, 2, 3, 4, 5. Slowly bring your right arm back to center and drop it down.

Good job, everyone. Now that we've gotten in a good shoulder and neck stretch, let's talk a little more about **ENERGY IN**.

## We Can! Reduce Fat and Added Sugar, Part 2 (25 minutes)

1. **SAY:** The second way to reduce **ENERGY IN** is to limit portions of foods that are high in fat or added sugar. We introduced this idea in the last session when we did the Portion Distortion activity.
2. **SHOW** the participants the deck of cards.

3. **SAY:** *This deck of cards is the same size as about 3 ounces, or one serving of meat. How many of you have had a steak this size? People often eat larger portions of meat, but remember, when you eat a portion that is larger than one serving size, you have to take into account the additional calories you're getting. Balance the extra calories by eating foods with fewer calories elsewhere in your day or through physical activity.*

**Leader's Note:** *If participants ask about how many servings of food they should be eating for certain food groups, **REFER** them to the USDA Food Guide and the DASH Eating Plan handout.*

4. **SAY:** *The third way to reduce your fat and added sugar intake—and therefore your calorie intake—is to substitute foods lower in fat or added sugar for those higher in fat or added sugar. We're going to do a demonstration now that not only will show you how much fat or added sugar some common foods contain, but also will show you the power of substitutions.*
5. **ASK** for a volunteer to come to the front of the room to help you with this demonstration. **ASK** the volunteer to spoon out 10½ teaspoons of sugar onto the plate in front of the index card that reads “12-ounce regular soda” and make sure the plate in front of the card that reads “12-ounce water” remains empty.
6. **ASK:** A 12-ounce can of regular soda has 10 ½ teaspoons of added sugar. According to the card, each soda is 150 calories. If you drank a 12-ounce regular soda every day for a year, how much sugar would that be? (ANSWER: 30 pounds sugar) How much weight could you lose in a year if you switched from a regular soda every day to water or a calorie-free soda and kept all of your other energy IN and energy OUT the same? (Answer: 15 ½ pounds)
7. **SAY:** *Regular soda is an obvious example of an item that can affect weight control because of its high sugar and low nutrient content, but watch out for other kinds of drinks, such as sport drinks and fruit drinks. They are also very high in sugar and calories. Encourage your family to drink water, fat-free or low-fat milk, and other low-calorie beverages.*
8. **ASK:** What could you do to help your family have fewer drinks that are high in added sugar?

**LISTEN** to responses from participants. **RECORD** their ideas on the large paper.

9. **CHOOSE** another volunteer. **GIVE** him or her a teaspoon and the can of shortening or tub of butter.

**SAY:** *This shortening/butter represents the fat in foods and drinks.*

10. **ASK** the volunteer to spoon out the number of teaspoons of fat onto each plate according to the information on the two milk index cards in front of it.

11. **ASK:** According to the card, how many fewer calories would you consume if you switched from 1 cup of whole milk to 1 percent low-fat milk? (ANSWER: 50 calories) How many calories would you save in a week if you switched 1 cup of whole milk to 1 cup of 1 percent low-fat milk every day? (ANSWER: 350 calories.)

**SAY:** *Switching to a cup of fat-free milk, which has no fat at all, would save even more calories.*

**ASK:** Who has successfully switched the milk that their family drinks to a lower fat milk? What did you do to convince them to switch?

12. **SAY:** *Remember the deck of cards we saw that represents a serving of meat? We're now going to look at types of meat that have different amounts of fat and calories even though they're the same serving size.*

13. **ASK:** According to the card, how many fewer calories would you consume if you switched from 3 ounces of sausage for dinner to 3 ounces of skinless chicken breast?

**SAY:** *That's right, you will have reduced your energy **IN** by about 160 calories. That's more than the calories in an entire chicken breast itself. If you made a change like this every day of the week and kept your energy **OUT** at the same level, you could reduce your energy **IN** by around 1,100 calories over the course of the week. Processed and packaged meats have Nutrition Facts labels that tell you the fat and calorie content. Fresh meats don't have Nutrition Facts labels, but you can use your **GO, SLOW, and WHOA** list to find lower-fat cuts of meat.*

14. **ASK:** Who didn't realize that soda had so much added sugar or that sausage had so much fat?

15. **SAY:** *Remember, substituting foods and drinks high in fat and added sugar with foods that are lower in fat or added sugar decreases the amount of calories that you take in.*

## Food Demonstration: Snacks–100 Calories or Less (Optional, 10 Minutes)

1. **ASK** participants to share the snacks they brought for the group. If appropriate, while you are having the snack, **ASK** participants to note how the snacks illustrate some of the concepts the group has learned in this session (e.g., moderate portion sizes, emphasis on **GO** foods, lower-fat versions).

**Leader's Note:** *If you choose to not do this food demonstration, then adjust the timing of other activities in this session to incorporate the 10 minutes.*

## We Can! Make Changes in Daily Eating (15 minutes)

1. **SAY:** *We've spent a long time talking about where extra calories in the form of fat and added sugar can be found in familiar foods. And we've learned about strategies for cutting back on fat and added sugar. Talking is easy. Asking your family to change can sometimes be harder.*
2. **GUIDE** a discussion using the following questions.

**Leader's Note:** *This discussion presents another opportunity for participants to share their personal challenges and successes. As we mentioned earlier, previous participants in this program have reported that they found these discussions very valuable and enjoyable, so allow participants to explore these points as fully as they wish during the time you have available for this discussion. Also, if it is feasible in the space you are using, make this discussion a "walkie-talkie." Encourage participants to get up and move around the room as they discuss.*

3. **ASK:**
  - Which of the changes that we have been talking about will be the most difficult for your family to make? Why?
  - What changes will be easy for them to make?
  - What kinds of solutions do you feel would help overcome the challenges of change?

**LISTEN** to responses from participants. **RECORD** their ideas on the large paper. **ENCOURAGE** participants to write down strategies in their Family Guides for use at home.

4. **BRING** the discussion to a close and **THANK** participants for their valuable insights.

5. **GUIDE** participants to the **We Can!** Prepare Healthier Recipes handout in the Family Guide or **HAND OUT** a photocopy to each participant.

**SAY:** *Now let's pull together all the information we've learned in this session. Here's a fictional family that is having lasagna, salad, and cookies for dinner. They've made some changes to reduce the fat, added sugar, and calories.*

**ASK:** What kinds of changes did this family make to their meal?

If necessary, guide participants to the following responses:

- Used extra lean ground beef or lean turkey
- Drained the fat from the meat after cooking
- Used reduced-fat ricotta, Monterey Jack, and parmesan cheeses
- Used fat-free salad dressing
- Used homemade croutons with no added fat
- Used applesauce instead of butter in the cookies
- Reduced the amount of sugar in the cookies
- Reduced the amount of chocolate chips in the cookies
- Used egg white in place of a whole egg

6. **GUIDE** participants to the **We Can!** Reduce Fat and Added Sugar in Meals and Snacks handout and the **We Can!** Parent Tips: Making Healthier Food Choices handout in the Family Guide or **HAND OUT** a photocopy to each person.

7. **SAY:** *I'm also giving you a tipsheet on ways to reduce fat and added sugar to meals and snacks. Using this tipsheet together with the ideas on the **We Can!** Prepare Healthier Recipes handout, please take the next 5 minutes to think of a few recipes or ingredients you commonly use that can be substituted by a food or drink with less fat or added sugar.*

**Leader's Note:** You also may want to suggest the NHLBI **Keep the Beat: Heart Healthy Recipes** recipe book, which is full of lower-fat recipes. This booklet is available at [http://www.nhlbi.nih.gov/health/public/heart/other/ktb\\_recipebk/index.htm](http://www.nhlbi.nih.gov/health/public/heart/other/ktb_recipebk/index.htm)

8. **BRING** the activity to a close and **THANK** participants for their great ideas.

## We Can! Try Tips to Eat Well and Move More (4 minutes)

1. **GUIDE** participants to the **We Can!** Try Tips to Eat Well and Move More handout and tracking sheet in the Family Guide or **HAND OUT** a photocopy to each participant.
2. **ASK** participants to pick two new eat well and move more tips to try. **ASK** them to write down these tips on the **We Can!** Try Tips to Eat Well and Move More tracking sheet in their Family Guide and on their tracking sheet posted at home. **ASK** one or two participants to share which tips they plan on trying and how they plan on getting the rest of the family to help them with the tip.
3. **ENCOURAGE** them to try tips related to reducing fat or added sugar in their family's daily eating.

## Wrap-Up (1 minute)

1. **SAY:** *Today, we discussed the **ENERGY IN** part of the energy balance equation. You now have some more tools to take home to your families to help them maintain a healthy weight.*
2. **ASK:** Remember, in the Portion Distortion activity we did in the last session, we asked, “How long would a 150-pound person need to rake leaves in order to burn the calories in a 6-inch bagel? (Answer: 50 minutes.) In the next session, we’ll focus on this part of the energy balance equation—the **ENERGY OUT** side. You’ll learn how physical activity can help you and your family maintain a healthy weight and we’ll talk about ways to fit physical activity into your busy schedules. We’ll also talk about “screen time,” the time we all spend in front of our TVs or computers. It’s another important element of **ENERGY OUT**.
3. **THANK** participants for being a part of this session. **ASK** whether they have any questions or comments. If participants are using the Family Guide, **REMIND** them to bring it to the next session.





# Session 4



**Total Time:  
90 minutes**

## Less Sit, More Fit: ENERGY OUT

### Session Overview

Session 4 focuses on the ENERGY OUT part of the energy balance equation. Participants will discuss the importance of physical activity and of reducing screen time. Participants also will learn how to maintain a healthy weight for life by sustaining energy balance, staying motivated, and handling setbacks. Participants will be provided with a resource list for more information on maintaining a healthy weight. Lastly, they will do a Tell Us What You Think Now activity.

### Session Objectives

By the end of this session, the participants will be able to:

- List three things that can make physical activity more fun.
- List three ways the family can limit screen time to no more than 2 hours per day.
- List three ways to sustain energy balance, handle setbacks, and stay motivated to maintain a healthy weight for life.
- Identify three resources to go to for more information on maintaining a healthy weight.
- Complete and hand in the Tell Us What You Think Now activity.

### Session Activities

- Warm-Up (5 minutes)
- **We Can!** Find Fun in Physical Activity: ENERGY OUT (15 minutes)
- **We Can!** Help Children Reduce Screen Time (20 minutes)
- Stretch Break (5 minutes)
- **We Can!** Help Children Maintain a Healthy Weight for Life (15 minutes)
- Resources (5 minutes)
- **We Can!** Try Tips To Eat Well and Move More (5 minutes)
- Tell Us What You Think Now (15 minutes)

- Wrap-Up (5 minutes)

## Materials Needed

### Warm-Up

- Markers
- Easel and large paper

### **We Can! Find Fun in Physical Activity: ENERGY OUT**

- Three sheets of large paper and tape
- Three to six markers
- **We Can!** Make Physical Activity Fun handout, p. 127 in the Leader's Guide; Session 4 in the Family Guide

### **We Can! Help Children Reduce Screen Time**

- **We Can!** Help Children Reduce Screen Time, p. 130 in the Leader's Guide; Session 4 in the Family Guide
- Youth Screen Time Statistics handout, p. 132 in the Leader's Guide; Session 4 in the Family Guide
- **We Can!** Reduce Children's Screen Time Log, p. 133 in the Leader's Guide; Session 4 in the Family Guide

### **We Can! Maintain a Healthy Weight...for Life**

- **We Can!** Help Children Maintain a Healthy Weight for Life handout, p. 135 in the Leader's Guide; Session 4 in the Family Guide

### Resources

- **We Can!** Healthy Weight Resource List, p. 136 in the Leader's Guide; Session 4 in the Family Guide

### **We Can! Try Tips to Eat Well and Move More**

- **We Can!** Try Tips To Eat Well and Move More handout, p. 98 in the Leader's Guide; Session 1 in the Family Guide
- **We Can!** Try Tips To Eat Well and Move More tracking sheet, p. 100 in the Leader's Guide; Session 1 in the Family Guide

### **Tell Us What You Think Now Activity**

- Tell Us What You Think Now activity, p. 81 in the Leader's Guide or on the **We Can!** Web site, <http://wecan.nhlbi.nih.gov>. (This is the same activity as Tell Us What You Think)
- Pencils or pens and a box to collect the Tell Us What You Think Now forms

### Wrap-Up

- **We Can!** Certificate of Completion, p. 138 in the Leader's Guide or download from the Web site <http://wecan.nhlbi.nih.gov/downloads/certificate.pdf>.

## Leader's Preparation

### Warm-Up

- Set up easel, large paper, and markers.
- Write down the session's activities and times on a sheet.
- Post the large paper with the participants' eat well and move more tips from previous sessions.

### **We Can! Find Fun in Physical Activity: ENERGY OUT**

- Set up three stations with large paper, 1 or 2 markers, and tape at each station.
- If participants will not be using the **We Can!** Family Guide, photocopy handout (one for each participant).

### **We Can! Help Children Reduce Screen Time**

- If participants will not be using the **We Can!** Family Guide, photocopy handout (one for each participant).

### **We Can! Maintain a Healthy Weight...for Life**

- If participants will not be using the **We Can!** Family Guide, photocopy handout (one for each participant).

### Resources

- If participants will not be using the **We Can!** Family Guide, photocopy handout (one for each participant).

### **We Can! Try Tips to Eat Well and Move More**

- If participants will not be using the **We Can!** Family Guide, photocopy handout (one for each participant).

### Tell Us What You Think Now

- Find in the Leader's Guide, p. 81 or download from the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>
- Photocopy handout (one for each participant).

### Wrap-Up

- Prepare a certificate with each participant's name (one for each participant).

## Session Activities: Guidance for Leaders

### Warm-Up (5 minutes)

1. As participants walk into the room, **ASK** them to go to the large paper in the front of the room and write down the eating well and moving more tips they tried since the previous session.
2. As soon as everyone has written down the tips they chose, **WELCOME** participants to the session.
3. **ASK** one or two participants to share their experiences of trying out the tips. Was it easy or difficult?
4. **CONGRATULATE** everyone on working so hard to help their family maintain a healthy weight.

### We Can! Find Fun in Physical Activity: ENERGY OUT (15 minutes)

1. Briefly **REVIEW** the session's activities.

**SAY:** *As you know, this program is about how we can keep energy balanced so that we can maintain a healthy weight. In the second session, we talked a little about physical activity as a critical part of the energy balance equation. Today, we're going to really focus on fun ways to burn up calories through physical activity—energy **OUT**.*

*We've all heard that Americans don't get enough physical activity. We drive everywhere instead of walking or biking. We have jobs where we sit at a desk all day long. Our children sit all day at school. Many schools are even cutting back on time for recess and physical education. We have to make an effort if we want to be physically active and get our energy **OUT**.*

2. **ASK:** Who remembers how much physical activity children and adults should get every day?

If necessary, **REMIND** participants that adults should get at least 30 minutes, or even better, 60 minutes of moderate-intensity physical activity on most days of the week, and children should be physically active at least 60 minutes on most, if not all, days.

3. **SAY:** *Although it's true that most Americans aren't getting the recommended amount of physical activity, a lot of us **ARE** regularly physically active or **HAVE BEEN** at some point in our lives. I want you to think about a time when you were regularly physically active, whether it's now or in the past.*
4. **ASK:**
- How do, or did, you feel after a workout, or after doing something physically active? Encourage participants to share their thoughts. Here are some possible responses:
    - ▶ I feel energized.
    - ▶ Working out relieves stress.
    - ▶ Being active improves my mood and sense of well-being.
    - ▶ I get an adrenaline “high” after I work out that feels great.
    - ▶ I feel productive, like I accomplished something.
  - What is, or could be, fun about physical activity for you? What would make you go back for more? **ENCOURAGE** participants to share their thoughts. Here are some possible responses:
    - ▶ I get to spend quality time with my friends/workout buddies.
    - ▶ I get to spend time with my family.
    - ▶ I want to be a good role model for my family.
    - ▶ I feel good when my kids are active with me.
    - ▶ I really enjoy certain activities (for example, I love to play tennis with my daughter or go biking with my son).
    - ▶ I get to spend time outdoors.
    - ▶ It is time that I get to spend alone with my thoughts; it's meditative.
  - **SAY:** *We know it's important to be physically active to help keep our muscles, bones, and heart strong, and on top of it, it's fun to do and feels great—so why do you think a lot of us, including children, still aren't getting enough physical activity?*
- ENCOURAGE** participants to share their thoughts. Here are some possible responses:
- ▶ Not enough time in the day.
  - ▶ Not safe to be outside in my neighborhood.
  - ▶ My children would rather watch TV or play video games.

- ▶ Schools don't have enough physical education or sports opportunities that all children can participate in and programs outside of school cost too much.
  - ▶ I don't have the motivation, it's hard to get started.
  - ▶ I'm tired at the end of the day and would rather relax.
5. **SAY:** *Even though there are challenges to being physically active, we have suggestions to help you overcome those challenges.*
6. **GUIDE** participants to the **We Can!** Make Physical Activity Fun! handout in the Family Guide or **HAND OUT** a photocopy to each participant.
7. **SAY:** *Here are some tips to help you engage your children and entire family in physical activity. Please read through this list for a few minutes.*
- ALLOW** participants 2–3 minutes to read the handout.
8. **ASK:** Has anyone ever tried one of these tips in the past and been successful in increasing or maintaining your family's level of physical activity? What did you do and why do you think it worked? What other activities can we do that are easy, fun, and realistic?
9. **LISTEN** to responses from participants. **RECORD** their ideas on large paper. **ENCOURAGE** participants to write down any ideas from this discussion onto their **We Can!** Make Physical Activity Fun! handout.
10. **REMINDE** participants that physical activity does not always mean organized sports or exercise like soccer or aerobics. Physical activity also includes things like building a snowman with the children.
11. **SAY:** *You all just came up with a great list of things you can do for yourselves and with your family to be more physically active and burn those calories to maintain a healthy weight. With all our ideas on how to overcome challenges to being active, and the knowledge that physical activity is fun and feels great, you are on your way to helping your family maintain a healthy weight by being physically active.*

### **We Can! Help Children To Reduce Screen Time (20 minutes)**

1. **SAY:** *Physical activity isn't the only way to think about **ENERGY OUT**. Physical **inactivity** also needs to be considered. Many people are concerned with how much time young people spend in front of screens—TV, video games, computers. Let's talk about what we mean by*

*“screen time” and why screen time is an issue for balancing energy and maintaining weight.*

2. **ASK:** Why do health experts recommend no more than 2 hours of screen time a day and at least 60 minutes of physical activity each day for children? If necessary, **GUIDE** participants to the following responses:
  - When people are in front of a screen, they are usually being physically inactive. The more time in front of a screen, the fewer calories they are burning through activity.
  - NIH research studies have shown that people often eat when they are in front of a screen, and that can be a double challenge for weight maintenance—lots of energy **IN** and very little energy **OUT**.
  - People are exposed to food commercials when they watch TV, which can encourage them to eat. Many of the foods advertised on TV are high in calories and low in nutrients (**SLOW and WHOA** foods).
  - Did you know that the average child is exposed to 40,000 television ads every year: 32 percent are for candy, 31 percent for cereal high in added sugar, and 9 percent are for fast foods?
  
3. **GUIDE** participants to the **We Can!** Help Children Reduce Screen Time handout in the Family Guide or **HAND OUT** a photocopy to each participant. **ASK** participants to follow along on the handout. **START** the following discussion.
  
4. **SAY:** *The first tip is to know what we mean by screen time. Then you can figure out how much screen time and physical activity your family is getting. Pay attention to how your children are spending their time. Do they watch TV, play video games, or surf the Internet for hours a day? Then, determine how much physical activity they're getting. Do they play actively with their friends, play sports, or spend time with you being active? Once you learn how much screen time they spend and how much activity they get, you will be more aware of their energy **OUT**. The goal is for children to spend no more than 2 hours of screen time a day and to get at least 60 minutes of physical activity each day to help maintain a healthy weight.*

**Leader's Note:** *The following questions are intended to get participants thinking about the topic of screen time. It's not supposed to be a lengthy conversation about how much TV they watch or what their favorite shows are.*

5. **ASK:**

- How much screen time do you think the average American child gets?
- Which type of screen media does the average American child spend the most time watching?
- Do you think you get more than 2 hours of screen time a day? Does this amount increase on weekends?
- Do you know how much time your children spend with screens?
- Are you concerned about how much time your family spends with screens?

After briefly discussing these questions, **GUIDE** participants to the Youth Screen Time Statistics handout in the Family Guide or **HAND OUT** a photocopy for each participant. **ASK** participants to look through these statistics.

**ASK:** Were you surprised by these statistics?

6. **BRING** participants back to the tips in the **We Can!** Help Children to Reduce Screen Time handout. **CONTINUE** summarizing the tips. **ASK** the following questions after each tip to stimulate discussion.

- **Talk to your family.** Explain to your children that it's important to sit less and move more so they can maintain a healthy weight, be more energized, have a chance to practice certain skills (such as riding a bike or shooting hoops), and socialize with friends and peers. NIH research has shown that children who spend a lot of time watching television and being still are more likely to weigh more than are children who are more active. Tell them that you also are going to limit your screen time and increase your physical activity, so you will all be working toward this goal together.

**ASK:**

- ▶ Have you tried to talk to your family about reducing screen time?
- ▶ If so, what did you say and how did they react?

- **Set limits on screen time.** Set a house rule that family members may spend no more than 2 hours a day of screen time. That includes time with TV, DVDs, video games, and recreational computer or Internet use (use not related to work or school). More importantly, enforce the rule once it's made.

**ASK:**

- ▶ Have you thought about doing this?

- ▶ What could you try to get your family to commit to this?

- **Minimize the influence of TV in the home.** Do not put a TV or computer in your child's bedroom. Children who have a TV in their room tend to spend almost 1½ hours more in a typical day watching TV than their peers without a set in their room. TVs in bedrooms also tend to physically isolate family members and decrease interaction.

**ASK:**

- ▶ How many of your children have TVs in their room?
- ▶ Has anyone tried to remove it and how did it work?
- ▶ What can you do to be successful in removing a TV from a child's room?

- **Make meal time, family time.** Turn off the TV during family meal time. Better yet, remove the TV from the eating area if you have one there. Family meals are a good time to talk to each other. Make eating together a priority and schedule in family meals as many times a week as possible. Families who eat together tend to eat more nutritious meals than families who eat separately.

**ASK:**

- ▶ Has anyone thought about doing this?
- ▶ If so, how did you do it and how did it work?

- **Provide other options/alternatives.** Watching TV can become a habit for your child. Think of other ways for them to spend their time, such as playing outside, learning a hobby or sport, or spending time with family and friends.

**ASK:**

- ▶ What other ways have you done this and how did it work?

- **Set a good example.** You need to be a good role model and also limit your screen time to no more than 2 hours per day. If your children see you following your own rules, then they will be more likely to follow. Instead of watching TV or surfing the Internet, spend time with your family doing something fun and active.

**ASK:**

- ▶ What have you done to be a good role model?

7. **SAY:** *Please share what else you've tried that's worked for you and is not listed here.*
8. **SAY:** *As I mentioned before, health experts recommend that children spend no more than 2 hours of screen time a day. One way to find out how much screen time your family is actually spending is by using a **We Can! Reduce Screen Time Log**.*
9. **GUIDE** participants to the **We Can! Reduce Screen Time Log** in the Family Guide or **HAND OUT** a photocopy to each participant.
10. **SAY:** *We're going to start a **We Can! Reduce Screen Time Log** in class, which you will complete at home with your family. The purpose of the **We Can! Reduce Screen Time Log** is to help you see how much time your family is spending in front of the screen.*
11. **EXPLAIN** how to fill out the log. Participants will fill out the amount of time they spend every day on each screen time activity: TV, DVD, video games, and computer and Internet use that is not related to school or work.
12. **SAY:** *For practice, you will fill out a log for your screen time from the last 3 days.*
13. **ASK** participants if they have any questions.
14. **EXPLAIN** that participants should take home the log and talk to their families about filling it out. Participants should tell their families that it's important to know how much screen time they are spending, so they can make sure they spend no more than 2 hours a day in order to help them maintain a healthy weight. Each family member should keep track of their screen time. **MENTION** that they may need to help younger children fill out the log. **ASK** them to assess their family's screen time use and set goals accordingly.
15. **ASK** if anyone has any questions. **EXPLAIN** that it's time for a 5-minute stretch break that can help with one of the biggest challenges to being active—having a desk job.

### Stretch Break (5 minutes)

**SAY:** *Some jobs, such as nursing, require you to walk around a lot. Construction workers usually carry heavy equipment and do a lot of physical*

activity while they work. But people who have desk jobs don't have the opportunity to be physically active when they are sitting a good portion of the day. All is not lost, however. You can do most of the stretches we have done in this program at your desk. Here a few more stretches you can do while sitting at your desk. Not only will it expend a little bit of energy, but it also may energize and refresh you.

Sit up straight in a chair with both feet flat on the floor. Look straight ahead. Slowly reach around behind yourself with your right hand. Grasp the top right corner of your chair with your right hand. Complete the stretch by moving your left hand as close as possible to your right hand. Stretch as far as you can and hold it for 15 seconds. Repeat five times on each side, twisting left and right, aiming to turn the body a little farther each time.

Next, move your chair away a little bit from your desk so you have room to stretch. Interlock your fingers, turn your palms outward and extend your arms away from your body as far as you can. Keeping your back straight and arms parallel to the table or the desk, bow your head slightly. Count to five and lift it back up slowly. Repeat this, slowly five more times.

While sitting, extend your arms in front of you and then lift them slowly straight over your head as you inhale deeply. As you exhale, let your arms, head, and shoulders curl down and dangle toward the floor. Curl back upward, slowly and gently. Repeat three times.

Place your fingertips on your shoulders, elbows pointing out to the sides (so you look like a "chicken"). Pull your elbows back as far as you can. Push your elbows forward and try to touch them together. Repeat 10 times. Now, keeping your fingertips on your shoulders, lift your elbows up and then push them down to your sides, as if you're trying to fly. Repeat 10 times.

These stretches are not vigorous activity, but they get your body moving and your blood flowing. Stretching your muscles is an important part of staying active in order to maintain a healthy weight.

## **We Can! Help Children Maintain a Healthy Weight for Life (15 minutes)**

1. **SAY:** You should be very proud of all that you've learned in our sessions

so far. Your actions will benefit your family's health in the long run. Now that you and your family have taken action to balance out the energy equation, I'm going to give you some tips to help you continue practicing these healthier behaviors to maintain a healthy weight for life.

2. **GUIDE** participants to the **We Can!** Help Children Maintain a Healthy Weight for Life! handout in the Family Guide or **HAND OUT** a photocopy to each participant. **ASK** participants to follow along as you read each tip aloud.

**Leader's Note:** The suggested questions below will help you guide a discussion with participants to identify ways they can sustain eating well and moving more behaviors and learn new ones to help them maintain a healthy weight.

- **Make a Commitment.** You need to make a commitment to yourself and your family to eat healthier foods and get regular physical activity.  
**ASK:**
  - ▶ Have you made a commitment to eat well, move more, and reduce screen time in order to maintain energy balance?
  - ▶ Has your family?
  - ▶ What are some of the specific things you've committed to doing?
- **Get a Support Network.** It helps to have a strong network of family, friends, and colleagues who will support you and your family in new healthier lifestyle habits. Families can serve low-fat, low calorie meals for gatherings, your friends can limit drinks with added sugar and TV watching when youth are playing together, and colleagues can go on short power walks with you and help you make smart food choices at the cafeteria or vending machine. Let as many people as possible know what your goals are. Maintaining a healthy weight is good for everyone!  
**ASK:**
  - ▶ Do you have a strong support network to help you reach your goals?
  - ▶ What did you do to create that support network?
  - ▶ How does your family feel about their support network?
  - ▶ What can you do to build support into your program?
- **Set Realistic Goals.** Effective goals are specific, attainable, and

forgiving (it's okay that you won't always be able to achieve your goal). "Eat three servings of fruit a day" is a better goal than "Eat more fruit."

**ASK:**

- ▶ List one specific and reachable eat well and/or move more goal that has worked for you and your family.
- ▶ Did you find the suggested activities in the **We Can!** Try Tips to Eat Well and Move More easy and do-able?

- **Track Progress.** Tracking your progress can help you feel good about your success and can show you where you may need to make some changes if you're not meeting your goals. Continue to use the tracking tools provided to you: **We Can!** Try Tips To Eat Well and Move More tracking sheet, **We Can!** Fit In Physical Activity planner, and the **We Can!** Reduce Screen Time log.

**ASK:**

- ▶ Have you continued to use these tracking tools?
- ▶ Have they been helpful in meeting your goals?
- ▶ Do you have any other suggestions for tracking your progress?

- **Be Ready.** Having ideas and other choices will help you help your family stay in energy balance. The **We Can!** Try Tips to Eat Well and Move More handout can help you to be prepared. Check the **We Can!** Web site for more ideas to help you stay in energy balance.

**ASK:**

- ▶ Did the **We Can!** Try Tips to Eat Well and Move More you and your family have been doing each lesson help you with some ideas?
- ▶ Have you been to the **We Can!** Web site to find more information on how to maintain a healthy weight?
- ▶ Do you have any other suggestions of where to get ideas?

- **Learn How to Handle Setbacks.** Expect to have setbacks. Setbacks usually happen to those who are overconfident and say, "It won't happen to me!" Being committed, setting realistic goals, and being prepared with other choices will help you handle setbacks.

**ASK:**

- ▶ What setbacks have your family experienced and how have you

and your family handled them?

- **Reward Yourself.** One way to help your family stay motivated is to regularly reward them. Choose nonfood-related rewards, such as a day at the local lake or beach or a trip to the park to ride bicycles, roller blade, or fly a kite. You also can buy gifts to help your family stay physically active, such as new work-out shoes or clothes, a ball, racket, or other piece of equipment.

**ASK:**

- ▶ How have you rewarded your family's efforts?
- ▶ Did this motivate them to keep making healthier eating and physical activity choices?

### Resources (5 minutes)

1. **SAY:** *As I mentioned in the beginning of the program, the goal of this class was to teach you some fun, simple ways to help you help your family eat better and move more in order to maintain a healthy weight. I'm going to give you a handout now with a list of resources you can go to for more information.*
2. **GUIDE** participants to the **We Can!** Healthy Weight Resources List handout in the Family Guide or **HAND OUT** a photocopy to each participant. **REVIEW** the resources available to them.

**Leader's Note:** **EXPLAIN** that the **We Can!** Web site (<http://wecan.nhlbi.nih.gov>), created specifically for parents and caregivers of youths ages 8–13, will be particularly helpful to them and can be found at <http://wecan.nhlbi.nih.gov>. This Web site contains useful tips and tools for families to maintain a healthy weight. The Web site address is also on the resource list. The **We Can!** Web site will be regularly updated with helpful tips and information.

3. **ASK** participants whether they have any questions.

### We Can! Try Tips to Eat Well and Move More...For Life (5 minutes)

1. **GUIDE** participants to the **We Can!** Try Tips to Eat Well and Move More handout and tracking sheet in the Family Guide or **HAND OUT** a photocopy to each participant.

2. **ASK** participants to pick two new eat well and move more tips to try and write them down on the **We Can!** Try Tips to Eat Well and Move More tracking sheet in the Family Guide. **REMIND** participants to write down their new tips on their tracking sheet at home. **ASK** one or two participants to share which tips they plan on trying and how they plan to overcome any challenges to trying those tips.
3. **ENCOURAGE** them to continue to try the tips they picked during the previous session.

### Tell Us What You Think Now (15 minutes)

1. **DISTRIBUTE** pens or pencils and the Tell Us What You Think Now forms.
2. **SAY:** *Before we end the session, I'd like you to take 10 minutes to fill out the Tell Us What You Think Now activity. It is the same as the one you filled out in the first session. This will help us determine whether this course had the right information to help you and your family.*
3. **INSTRUCT** participants to put the forms in the large folder or box when completed.
4. **REMIND** participants when they have 1 minute remaining.
5. **ASK** participants whether they have any questions.

### Wrap-Up (5 minutes)

1. **THANK** participants for participating in the **We Can!** Parent Program.
2. **ASK** whether they have any questions or comments.
3. **PRESENT** each participant with a **We Can!** Certificate of Completion.

4. **SAY:** *You're on your way to helping your family maintain a healthy weight. Maintaining a healthy weight will take work and commitment, but the rewards are worth it! Remember to tell your friends about the information you have learned here, and invite them to come to future sessions. Good luck!*

## Tell Us What You Think and Tell Us What You Think Now

Tell Us What You Think and Tell Us What You Think Now are pre- and post-session evaluation instruments that can help you gauge what the participants know about eating, physical activity, and screen time, and how these behaviors affect energy balance and weight maintenance. The evaluation activities are optional. Tell Us What You Think and Tell Us What You Think Now are the same document.

The evaluations are designed to give you a good sense of what participants know at two different times (before and after the program) about eating well, physical activity, and screen time and how these behaviors affect energy balance and weight maintenance. Choosing not to do these activities will not affect your ability to conduct the program. However, doing both activities and reviewing the responses before the sessions begin and then after you complete all of the sessions can be helpful in several ways:

- Responses to Tell Us What You Think will tell you how much the participants already know about the Parent Program topics. Understanding their prior knowledge, skill levels, and opinions will help you tailor the workshop to their needs and interests.
- A comparison of the “before” and “after” answers will help you gauge how much the participants learned during the program.
- The information from these pre- and post-program activities will give you data

that you can use to plan future **We Can!** Parent Programs. The data also may be useful in making presentations to current or potential sponsors or organization administrators.

This activity is not a test! Keep the tone light and fun. Make the participants comfortable by telling them that there are no wrong answers and they won't be graded. Assure them that no matter how they answer, it will not affect their ability to participate in the program.

1. **DISTRIBUTE** pens or pencils and the Tell Us What You Think form to participants.
2. **SAY:** *Before we get into the session, I'd like you to take about 10 minutes to tell us what you think about eating well, physical activity, and screen time. This will help us determine whether this session has the right information to help you help your families. At the end of the program, you'll fill out the same form.*
3. **INSTRUCT** participants to put the form in the large folder or box when completed.
4. **ALERT** participants when they have 1 minute remaining.
5. **ASK** participants whether they have any questions.



## Tell Us What You Think!

Dear Parent/Guardian,

Thank you for taking part in the **We Can! Energize Our Families: Parent Program**. Your presence here shows your commitment to the health and well-being of your children and family. We are interested in what you think.

This form will take about 10-15 minutes to complete. Please answer every question as best you can, and remember:

- This is not a test. You will not be graded for right or wrong answers.
- No one else in the class will see any of your answers.
- Please do not write your name on the form.

Thank you for your help. If you have any questions, please ask your instructor.

**ID Number:** \_\_\_\_\_  
(Get this number from your instructor.)

**Today's Date:** \_\_\_\_\_

## Information about Food and Eating

1. **Thinking about you and your family, how much do you agree with each of the following statements about food and eating?**

(Circle one number, 1 through 5, on each line)

		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a.	I play a big role in determining what my child/children eat.	1	2	3	4	5
b.	If I eat well, there is a good chance my family will also eat well.	1	2	3	4	5
c.	My family is more likely to eat healthy snacks if they are easy for my family to get.	1	2	3	4	5
d.	Advice about foods and eating can help my family to eat better.	1	2	3	4	5
e.	Families who eat together tend to eat more nutritious meals than families who eat separately.	1	2	3	4	5
f.	In my family, we try to make sure that fruits and vegetables are often readily available in the home.	1	2	3	4	5

2. **Do you think the following statements about nutrition or weight are true or false?**

(On each line, circle “T” if you think the answer is “true” or circle “F” if you think the answer is “false.”)

		I am very sure this is false	I am somewhat sure this is false	I am somewhat sure this is true	I am very sure this is true
a.	A regular 12-ounce can of soda has over 10 teaspoons of sugar.	F	F	T	T
b.	Honey, corn syrup, and fruit juice concentrate are all added sugars.	F	F	T	T
c.	If you want to cut back on fat, choose foods that are less than 20% Daily Value for total fat.	F	F	T	T
d.	A portion is the recommended food serving on packaged foods.	F	F	T	T
e.	You can keep a healthy weight by making sure that on most days the amount of food you eat equals your level of physical activity.	F	F	T	T
f.	Body Mass Index (BMI) is a measure of weight in relation to height.	F	F	T	T
g.	If you burn more calories than you take in, you will lose weight.	F	F	T	T
h.	Heredity can play a role in your weight.	F	F	T	T

**3. Thinking about you and your family, how likely are you to do the following in the next 30 days?**

(Circle one number, 1 through 5, on each line)

		Very Unlikely	Somewhat Unlikely	Neither Likely nor Unlikely	Somewhat Likely	Very Likely
a.	Have your family drink low-fat milk instead of whole milk.	1	2	3	4	5
b.	Have fruits at home that are easy to get at any time.	1	2	3	4	5
c.	Reduce the amount of high-fat and high-sugar foods at home.	1	2	3	4	5
d.	Include reduced-fat or fat-free foods in our meals.	1	2	3	4	5
e.	Have healthy snacks for my family that are easy for them to get.	1	2	3	4	5
f.	Talk with your family about healthy foods and healthy eating.	1	2	3	4	5
g.	Switch to smaller portions.	1	2	3	4	5
h.	Include vegetables in my family meals and as snacks.	1	2	3	4	5

## Information about Physical Activity

**4. Thinking about you and your family, how much do you agree with each of the following statements about physical activity?**

(Circle one number, 1 through 5, on each line)

		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a.	If I am physically active, there is a good chance my family will be active too.	1	2	3	4	5
b.	Being physically active is a good way for my family to spend time together.	1	2	3	4	5
c.	I can think of ways to help my family be more physically active.	1	2	3	4	5
d.	I can find ways that I can be more physically active.	1	2	3	4	5
e.	Physical activity should be an important part of my child/children's day.	1	2	3	4	5

**5. Do you think the following statements about physical activity are true or false?**

(On each line, circle “T” if you think the answer is “true” or circle “F” if you think the answer is “false.”)

		I am very sure this is false	I am somewhat sure this is false	I am somewhat sure this is true	I am very sure this is true
a.	To prevent unhealthy weight gain, adults need at least 60 minutes of moderate-to-vigorous-intensity activity on most days of the week.	F	F	T	T
b.	Health experts say that children should be somewhat-to-very physically active at least one-hour on most days.	F	F	T	T
c.	Three 10-minute periods of activity are as good for you as one long period of 30 minutes.	F	F	T	T
d.	Stretching is a form of physical activity.	F	F	T	T
e.	Being more active one day can make up for eating too many calories on another day.	F	F	T	T

**6. Thinking about you and your family, how likely are you to do the following in the next 30 days?**

(Circle one number, 1 through 5, on each line)

		Very Unlikely	Somewhat Unlikely	Neither Likely nor Unlikely	Somewhat Likely	Very Likely
a.	Talk with my family about planning at least one physical activity a week.	1	2	3	4	5
b.	Help your child/children plan physical activities with their friends.	1	2	3	4	5
c.	Find a way to be physically active within my normal routine. (i.e., take the stairs instead of the elevator)	1	2	3	4	5
d.	Ask a member of my family to join me on a walk or other physical activity.	1	2	3	4	5
e.	Involve my child/children in a fun physical activity for at least 60 minutes on most days of the week.	1	2	3	4	5

## Information about Screen Time in Your Home

7. **Thinking about you and your family, how much do you agree with each of the following statements about spending time in front of a screen (such as watching TV, using a home computer for fun, or playing video games)?**  
(Circle one number, 1 through 5, on each line)

		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a.	Spending too much time watching TV, or playing video games, could be bad for my child/children's health.	1	2	3	4	5
b.	For me, it is important to find other things for my family to do besides watching TV.	1	2	3	4	5
c.	For me, it is important to find things that I can do besides watching TV.	1	2	3	4	5
d.	My family knows of ways to spend time together besides watching TV.	1	2	3	4	5
e.	I can think of ways my children can use their free time other than watching TV or the computer.	1	2	3	4	5

8. **Thinking about you and your family, how likely are you to do the following in the next 30 days?**  
(Circle one number, 1 through 5, on each line)

		Very Unlikely	Somewhat Unlikely	Neither Likely nor Unlikely	Somewhat Likely	Very Likely
a.	Talk with my family about limits on screen time in our home.	1	2	3	4	5
b.	Not watch TV, DVDs, or videos during meal times.	1	2	3	4	5
c.	Limit to two hours the time my child spends in front of a screen (for fun) each day.	1	2	3	4	5
d.	Monitor my own screen time.	1	2	3	4	5
e.	After two hours of screen time, ask my child to turn off the home computer or TV.	1	2	3	4	5

## Information About You

1. **What is your gender?**

- Female
- Male

2. **What is your age?** \_\_\_\_\_

3. **Are you Spanish/Hispanic/Latino?**

- No
- Yes

4. **How would you describe your race? (Check all that apply.)**

- American Indian or Alaska Native
  - Asian or Pacific Islander
  - Black or African American
  - White
  - Other (please list)
- \_\_\_\_\_

5. **What is the highest level of education you have reached? (Check one response)**

- Some High School
  - High School Diploma/GED
  - Some College
  - College Degree
  - Some Graduate School
  - Graduate Degree
  - Other (please list)
- \_\_\_\_\_

6. **Including you, how many adults live in your house who are older than 18?**

\_\_\_\_\_

7. **How many children live in your house who are younger than 18?**

\_\_\_\_\_

8. **What are the ages of the children who live in your house?**

\_\_\_\_\_

9. **In the last 6 months, have you participated in any health-related classes on nutrition and/ or physical activity?**

\_\_\_\_\_



## Handouts in the Family Guide Used in the *We Can!* Parent Program

### Session 1

- **We Can!** program overview PowerPoint slides
- **We Can!** Parent Tips: Healthier Eating While Saving Money
- **We Can!** Food Comparison Chart
- **We Can!** Help Your Children Eat Well and Move More Tip Sheet
- Quick as a Flash Healthier Snacks
- **We Can!** Try Tips to Eat Well and Move More
- **We Can!** Try Tips to Eat Well and Move More Tracking Sheet

### Session 2

- Energy Balance – ENERGY IN & ENERGY OUT: Worksheet
- **We Can!** Watch Our Weight
- Portion Distortion Quiz
- **We Can!** Fit In Daily Physical Activity Planner
- Snacks – 100 Calories or Less

### Session 3

- Sample USDA Food Guide and the DASH Eating Plan at the 2,000 Calorie Level
- Estimated Calorie Requirements
- Using the Nutrition Facts Label
- GO, SLOW, and WHOA Foods
- **We Can!** Weekly Meal Planner
- **We Can!** Grocery List Template
- **We Can!** Prepare Healthier Recipes
- **We Can!** Reduce Fat and Added Sugar in Meals and Snacks
- **We Can!** Parent Tips: Making Healthier Food Choices

### Session 4

- **We Can!** Make Physical Activity Fun
- **We Can!** Help Children to Reduce Screen Time
- Youth Screen Time Statistics
- **We Can!** Reduce Children's Screen Time Log
- **We Can!** Help Children Maintain a Healthy Weight for Life
- **We Can!** Healthy Weight Resource List
- Certificate of Completion

Slide 1

### What is *We Can!*

- A healthy weight education program
- For families and communities
- Based on science
- With national media
- And classes for youth

Slide 2

### It's time for *We Can!* now

- National data show alarming rates in:
  - Overweight and obesity in children and adults
    - 12.6 million children are now overweight
- Serious health problems
  - Heart disease
  - Asthma
  - High blood pressure
  - Type 2 diabetes
  - Many more!
- Helping children helps our families!

Slide 3

### Why the increase?

- Multiple causes:
  - Lifestyle, environment, and genes
- Bottom line = ENERGY BALANCE (calories and physical activity)
  - More calories consumed:
    - Larger food portions and sizes
    - Eating out more often
    - Increases in soda, pizza, and candy consumption
  - Fewer calories being used up:
    - Declines in physical activity
    - Increases in sedentary lifestyle and screen time
      - Computers and television time

Slide 4

### Why parents and caregivers?

- You are great role models!
- You are the boss at home!
- You provide great support!

Slide 5

### The basics of *We Can!*

- A 4-session program... focusing on "energy balance"
- Through three topics:
  - Smart nutrition
  - Physical activity
  - Screen time (TV, computer, video)
- *We Can!* specific objectives:
  - Healthier foods in the home
  - Enjoy small portions at home and at restaurants
  - Limit foods and beverages high in fat and added sugar
  - Increase family fun with physical activity
  - Reduce screen time
- Not a weight loss program

Slide 6

### What can *We Can!* do for you?

- We hope you'll walk away with:
  - Strategies and tools
  - Ways to be an example
  - Resources for the future
- And we hope you'll enjoy learning together!

Slide 7

### Any questions? Your thoughts?

Slide 8

## We Can! Parent Tips: Healthier Eating While Saving Money

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Deciding which foods to serve your family each week can be hard, especially if you are on a tight budget. There are so many choices at the store that decisions are often based on what we see in front of us, rather than on a plan for making healthier choices. The **We Can!** program can help you plan your family meals before you go to the store.

Creating a healthier food plan depends on what foods are in season, what foods your family likes, and what foods you have at home already. You can also plan around sale items. Not only will you make more informed choices, but you may also be able to save money and time. Also, eating healthier foods in moderate portions and saving leftovers will help trim your budget and waistline by eating fewer calories at one time.

### Plan Ahead

- § *Make a plan and stick to it.* With a little planning, you can get most of your groceries for the week in one trip, which will save a lot of time. And, the fewer trips to the store, the less likely you will be to buy unnecessary items. To help you plan, use the **We Can! Weekly Meal Planner** that can be found in the **We Can!** Resources on the Web site.
- § *Review store ads and clip coupons for healthier items* such as skinless chicken breasts, lean cuts of meat or ground beef, fruit (fresh, frozen, or canned in its own juice), vegetables (fresh, frozen without added fat, or canned without added sodium), whole-grain breads and cereals, and low-fat or fat-free milk and milk products.
- § *Check your cupboards and refrigerator* for items that you can use and then plan to use them.
- § *Check out heart healthy recipes* from the National Institutes of Health (NIH) to help you plan your meals and shopping list at <http://www.nhlbi.nih.gov/health/index.htm#recipes>
- § *To help you prepare your grocery list*, you can download the **We Can! Grocery List Template** and **My Shopping List** to help organize your weekly grocery shopping. Both can be found in **We Can!** Resources on the Web site.

§ *Try to go grocery shopping without children.* Stores put foods that many children like such as candy and sugary cereal where they can see and reach them. These foods are often advertised with characters that appeal to children. If you must bring children, grocery shopping can be a great way to teach them about food and nutrition (and colors, math, reading!)

### **Grocery Shopping Tips**

§ *Sign up for your grocer's bonus/discount card* for additional savings.

§ *Try store brands.* The most costly brands are typically placed at eye level. Store brands that may be cheaper and are just as good are often placed higher or lower on the shelf.

§ *Comparison shop for healthier brands.* Read the Nutrition Facts Label. Learn how to find serving sizes and the per serving amounts of calories, fat, saturated fat, *trans* fat, sodium, sugars, protein, fiber, and vitamins and minerals. For more information on the Nutrition Facts Label, check out the Live It section of the **We Can!** Web site.

§ *Use the unit price and the Nutrition Facts Label to compare similar foods.* The unit price tells you the cost per ounce, pound, or pint, so you'll know which brand and size are best to buy. Look for it on the shelf sticker below the product. Then, read the Nutrition Facts Label to be sure that you are getting the healthiest option at the lowest cost. Click on these Food Label resources from the Food and Drug Administration (FDA): <http://www.csfan.fda.gov/~ear/hwm/labelman.html> and <http://www.csfan.fda.gov/~acrobat/nutractds.pdf>.

§ *No matter what the form – fresh, frozen, canned, dried, juice – all varieties of fruits and vegetables count toward your daily recommendation.* Choose fruits without added sugar or syrups and vegetables without added salt, butter, or cream sauces. Although 100% fruit or vegetable juice counts towards your daily recommendation, the majority of the total daily amount of fruit and vegetables should come from whole fruits and vegetables to help you get enough fiber. Click on <http://www.fruitsandveggiesmorematters.org/> for more information.

§ *Buy in-season fruits and vegetables.* Use local farmer's markets when possible – the foods are fresher and usually cost the same, if not less, because you are buying direct from the farmer.

§ *Buy milk (low-fat or fat-free) in the largest containers you can handle before it spoils* (gallon or  $\frac{1}{2}$  gallon). Milk sold at convenience stores

usually costs more than at supermarkets. (Fat-free dry milk is an inexpensive back-up choice for using milk in recipes.)

- § *As an alternative to fresh fruits and vegetables (for example, when your favorites are out of season), buy them canned or in frozen packages.* They're healthy too and will last longer. Check that the fruit is in water or in its own juice, not in heavy syrup and that the vegetables are not in a high-fat sauce.
- § *Buy whole chicken and cut it up into parts* instead of buying pre-cut chicken (breast, wings, thighs, legs). Remove the skin before cooking or serving.
- § *Stock up on sale items* of healthier foods that you may be able to use in a timely manner. Buy canned, frozen, or package foods in bulk for quality and value, but serve appropriate portions within estimated calorie needs. Buy produce, lean meats, and low-fat or fat-free milk and milk products in bulk amounts that you can eat before they spoil (refer to **We Can! Portion Distortion** for more information on appropriate portion sizes <http://hp2010.nhlbihin.net/portion/index.htm>).
- § *Use your food budget wisely.* If you spend \$7 on lunch 5 days a week for a year, you will spend a total of \$1,820. You can save money and calories by bringing a healthier brown bag lunch from home. (see **We Can! Food Comparison Chart** in the **We Can!** Resources section of the Web site)

### **Saving Money (and Calories) on Healthier Meals and Snacks**

- § *Assemble snacks at home* in small baggies using foods such as nuts and seeds, dried whole-grain cereal, low-fat cheese, dried fruit, fresh vegetables and fruits, rather than buying less healthy, more expensive prepackaged and processed snacks. Serve water or low-fat or fat-free milk instead of sweetened beverages. For more ideas on healthier snacks, download the *GO, SLOW, and WHOA Foods Chart* in **We Can!** Resources of the Web site.
- § *Cook once, eat twice.* Serve moderate portions of meals, avoid seconds, and freeze leftovers to enjoy later. This will help you save money and calories!
- § *Do "batch cooking"* when the food budget and time allow. Cook large amounts of spaghetti sauce, divide it into family-size portions and freeze promptly for later in the month.

Source: Adapted from "My Money-Saving Tips: A Healthier You" Based on the Dietary Guidelines for Americans, December 2006.

## We Can! Food Comparison Chart

How can you and your family eat healthier? See below for ideas on how healthier choices can save you calories and money.

### LUNCH

Typical Fast Food Lunch	Cost*	Calories	Typical Brown Bag Lunch	Cost*	Calories
Combo Meal: 1/4 pound hamburger with cheese (with medium French fries and large soda)	\$5.39	510	Turkey sandwich on whole-wheat bread with mustard, lettuce, and tomato	\$1.09	200
Soda, large (32 ounces)	—	310	Water, small bottle (16.9 ounces)	\$0.99	0
French fries, large (super sized from medium size)	\$0.40	570	Apple, medium	\$0.46	70
Chocolate chip cookies, 1 package	\$1.00	270	Graham crackers, 1 large square	\$0.28	140
			Low-fat yogurt, 1 cup	\$0.79	120
<b>Total:</b>	<b>\$6.79</b>	<b>1,660</b>		<b>\$3.61</b>	<b>530</b>

### SNACK

Typical Snack	Cost*	Calories	Healthier Snack	Cost*	Calories
Chips, 3 ounce bag	\$0.99	465	Apple, medium	\$0.46	70
Soda, regular, 21 ounces	\$1.25	250	Water, small bottle (16.9 ounces)	\$0.99	0
<b>Total:</b>	<b>\$2.24</b>	<b>715</b>		<b>\$1.45</b>	<b>70</b>

\*Costs may vary per region

For more information about **We Can!** go to <http://wecan.nhlbi.gov> or call 1-866-35-WECAN.

# We Can! Help Your Children Eat Well and Move More Tip Sheet

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- **Be a good role model.** Research has shown that children and adolescents really do listen to their parents and model their behavior. If you eat well and move more, your children will likely follow.
- **Involve younger children in the decisions.** Talk to your kids about making smart food and physical activity choices. It will be easier if everyone can help support each other to eat well and move more. For example, every weekend have one or more of your children pick one physical activity for the whole family to do. Have your younger child come with you to the grocery store to pick out some healthy foods he or she would like to try.
- **Have older children make decisions.** Older kids might not be as open to you telling them what to do, so tailor your request to the child's age and temperament. For example, for older children who are learning to be more independent, you can explain that you want them to be more active, but then ask them what they want to do rather than tell them what they should be doing. You also could let them know that you bought some healthier snacks for them to try and tell them you trust them to prepare something healthy when they're hungry.
- **Don't make drastic dietary changes.** If your family normally drinks whole milk, try buying 2 percent low-fat milk and see if they notice a difference. After a few weeks, try reducing the fat content again to 1 percent reduced-fat milk. Too drastic a change may upset your family; it's best to introduce new foods gradually.
- **Make the new health behavior easy for them.** Put a bowl of washed fruit, such as grapes or apples, on the table. It's easy if they can just grab the fruit for a snack without thinking!
- **Limit foods high in fat and sugar in the house.** Use the Nutrition Facts label to find foods lower in calories, fat, and sugar. This will help your children eat fewer of these foods. Make available plenty of healthy foods for them to choose, such as fruits and vegetables, whole grains, and low-fat milk and milk-products.
- **Emphasize the benefits.** The apparent benefits of making nutritious food choices and increasing physical activity will be different for you and your children. Youth will likely not care that a nutritious diet that includes lots

of fruits and vegetables can help prevent certain diseases. Or that being physically fit can reduce the risk of heart disease later in life. However, they are likely to care about growing tall and strong, being attractive, or being good at sports. Helping them make connections between their choices and benefits that are meaningful to them may help them try new things.

- **Create opportunities for your family to spend time together doing something active.** Plan fun and active things for your family to do together, such as play in the park, walk through the zoo, tour some local sites, hike, or swim.

## Quick as a Flash Healthier Snacks

---

Next time you want to reach for a snack, think of these no-time-needed ideas for 100 or fewer calories.

- Fruit (1 cup red seedless grapes, 1 small banana, or 1 cup applesauce with no sugar added)
- Vegetables (1 cup cherry or grape tomatoes, 5 red or green pepper rings, or 1 cup low-sodium vegetable juice)
- Sweet treats (2 gingersnaps or 1 fig bar)
- Low-fat or fat-free milk or milk products ( $\frac{1}{2}$  cup low-fat or fat-free strawberry yogurt or 1 ounce low-fat cheddar cheese)
- Whole grains (4 whole-wheat crackers, unsalted, or  $\frac{1}{2}$  cup oat circles breakfast cereal)
- Combos (6-inch corn tortilla with 1 ounce low-fat cheddar cheese melted or 1 cup cherry tomatoes and 1 cup sliced green pepper with 2 tbsp. fat-free creamy dressing)

What are your ideas for other quick, healthier snacks that contain about 100 calories?

- \_\_\_\_\_
- - \_\_\_\_\_
- - \_\_\_\_\_
- - \_\_\_\_\_
- - \_\_\_\_\_
- - \_\_\_\_\_

## We Can! Try Tips To Eat Well and Move More

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Choose to take small steps today! Try these tips to eat well and move more and see how easy taking small steps toward a healthier life can be.

### Eating Well (ENERGY IN)

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- Drink water before a meal.
- Eat half your dessert, or choose fruit as dessert.
- Avoid food portions larger than your fist.
- Drink diet soda instead of regular soda.
- Eat off smaller plates.
- Don't eat late at night.
- Skip buffets.
- Grill, steam, or bake instead of frying.
- Share an entree with a friend.
- Eat before grocery shopping.
- Choose a checkout line without a candy display.
- Make a grocery list before you shop.
- Drink water or low-fat milk over soda and other sugary drinks.
- Flavor foods with herbs, spices, and other low-fat seasonings.
- Keep to a regular eating schedule.
- Eat before you get too hungry.
- Don't skip breakfast.
- Stop eating when you are full.
- Snack on fruits and vegetables.
- Top your favorite cereal with apples or bananas.
- Include several servings of whole-grain foods daily.
- If main dishes are too big, choose an appetizer or a side dish instead.
- Ask for salad dressing "on the side."
- Don't take seconds.
- Try a green salad instead of fries.
- Eat sweet foods in small amounts.
- Cut back on added fats or oils in cooking or spreads.
- Cut high-calorie foods like cheese and chocolate into small pieces and only eat a few pieces.
- Use fat-free or low-fat sour cream, mayo, sauces, dressings, and other condiments.
- Replace sugar-sweetened beverages with water and add a twist of lemon or lime.
- Every time you eat a meal, sit down, chew slowly, and pay attention to flavors and textures.
- Try a new fruit or vegetable (ever had jicama, plantain, bok choy, star fruit, or papaya?)
- Instead of eating out, bring a healthy, low-calorie lunch to work.
- Ask your sweetie to bring you fruit or flowers instead of chocolate.

## Moving More (ENERGY OUT)

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- Walk your children to school.
- Take a family walk after dinner.
- Join an exercise group and enroll your children in community sports teams or lessons.
- Replace a Sunday drive with a Sunday walk.
- Do yard work. Get your children to help rake, weed, plant, etc.
- Get off the bus a stop early and walk.
- Work around the house. Ask your children for help doing active chores.
- Walk the dog to the park.
- Go for a half-hour walk instead of watching TV.
- Pace the sidelines at kids' athletic games.
- Choose an activity that fits into your daily life. Being physically active with your family is a great way to spend time together.
- Park farther from the store and walk.
- Use an exercise video with your kids if the weather is bad.
- Avoid labor-saving devices, such as a remote control or electric mixers.
- Play with your kids 30 minutes a day.
- Dance to music. Play your favorite dance music for your children and have them play their favorites for you.
- Make a Saturday morning walk a family habit.
- Walk briskly in the mall.
- Choose activities you enjoy—you'll be more likely to stick with them. Ask children what activities they want to do.
- Explore new physical activities.
- Acknowledge your efforts with non-food related rewards, such as a family day at the park, lake, or zoo.
- Take the stairs instead of the escalator.
- Swim with your kids.
- Turn off the TV and play ball at the park.
- Take your dog on longer walks.
- When walking, go up the hills instead of around them.
- Use a family activity planner to make time each day for activity.
- Buy a set of hand weights and play a round of Simon Says with your kids—you do it with the weights, they do it without.

Source: Adapted from [www.smallstep.gov](http://www.smallstep.gov)



# Energy Balance: ENERGY IN & ENERGY OUT: Worksheet

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Figure out how much activity a 150-pound person would need to do to balance out the total calories provided in each of these food combinations. You can choose any of the activities listed in the chart on the following page to fill in the blank. For example, you could choose to do 2 hours of gardening or 1 hour of volleyball.

## ENERGY IN: Food and Drinks

**1. Fast-food double cheeseburger, large French fries, and a 32-ounce regular soda**

Total calories: 1,290

Physical activity I choose to do: \_\_\_\_\_

**2. Fast-food Caesar salad with grilled chicken (9.8 ounces), with Caesar salad dressing (1 ounce), sliced apple with caramel dipping sauce (3.2 ounces), and medium diet soda (21 ounces)**

Total calories: 395

Physical activity I choose to do: \_\_\_\_\_

**3. Fast-food 6-inch cold cut sub, potato chips, and a cookie**

Total calories: 757

Physical activity I choose to do: \_\_\_\_\_

**4. Whole-grain cereal (1 cup) and fat-free milk (1 cup) and a banana**

Total calories: 307

Physical activity I choose to do: \_\_\_\_\_

**5. Chocolate frosted cake ( $\frac{1}{8}$  slice, 18-inch cake) and vanilla ice cream (1 cup)**

Total calories: 532

Physical activity I choose to do: \_\_\_\_\_

**6. Baked fish (3 ounces), green beans, rice (1 cup), and low-fat frozen yogurt (1 cup)**

Total calories: 662

Physical activity I choose to do: \_\_\_\_\_

## ENERGY OUT: Physical Activity

Each activity in the following table burns approximately 150 calories\*:

Examples of moderate amounts of physical activity		
Common Chores		Sporting Activities
Washing and waxing a car for 45–60 minutes		Playing volleyball for 45–60 minutes
Washing windows or floors for 45–60 minutes		Playing touch football for 45 minutes
Gardening for 30–45 minutes		Walking 1 <sup>3</sup> / <sub>4</sub> miles in 35 minutes (20 minutes/mile)
Wheeling self in wheelchair 30–40 minutes		Basketball (shooting baskets) 30 minutes
Pushing a stroller 1 <sup>1</sup> / <sub>2</sub> miles in 30 minutes		Bicycling 5 miles in 30 minutes
Raking leaves for 30 minutes		Dancing fast (social) for 30 minutes
Walking 2 miles in 30 minutes (15 minute/mile)		Water aerobics for 30 minutes
Shoveling snow for 15 minutes		Swimming laps for 20 minutes
Stair walking for 15 minutes		Basketball (playing game) for 15–20 minutes
		Bicycling 4 miles in 15 minutes
		Jumping rope for 15 minutes
		Running 1 <sup>1</sup> / <sub>2</sub> miles in 15 minutes (10 minute/mile)
	<b>More Vigorous Less Time</b>	

Source: [www.surgeongeneral.gov/topics/obesity/calltoaction/fact\\_whatcanyoudo.htm](http://www.surgeongeneral.gov/topics/obesity/calltoaction/fact_whatcanyoudo.htm)

Activity	Calories Burned Per 30 minutes*
Walking (leisurely), 2 miles per hour	85
Walking (brisk), 4 miles per hour	170
Gardening	135
Raking Leaves	145
Dancing	190
Bicycling (leisurely) 10 miles per hour	205
Swimming Laps, medium level	240
Jogging, 5 miles per hour	275

\*For a healthy 150-pound person. A lighter person burns fewer calories; a heavier person burns more.

## We Can! Watch Our Weight

Check the chart to find your body mass index (BMI). Find your height on the left of the chart. Go straight across from that point until you come to your weight in pounds. The number at the top is your BMI. This chart applies only to adults. To determine your child's BMI, consult your family doctor, pediatrician, or health care provider.

<b>We Can! Watch Our Weight</b>																	
	<b>Healthy Weight</b>						<b>Overweight</b>					<b>Obese</b>					
<b>BMI</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>
<b>Height</b>	<b>Body Weight (pounds)</b>																
4'10"	91	96	100	105	110	115	119	124	129	134	138	143	148	153	158	162	167
4'11"	94	99	104	109	114	119	124	128	133	138	143	148	153	158	163	168	173
5'0"	97	102	107	112	118	123	128	133	138	143	148	153	158	163	168	174	179
5'1"	100	106	111	116	122	127	132	137	143	148	153	158	164	169	174	180	185
5'2"	104	109	115	120	126	131	136	142	147	153	158	164	169	175	180	186	191
5'3"	107	113	118	124	130	135	141	146	152	158	163	169	175	180	186	191	197
5'4"	110	116	122	128	134	140	145	151	157	163	169	174	180	186	192	197	204
5'5"	114	120	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210
5'6"	118	124	130	136	142	148	155	161	167	173	179	186	192	198	204	210	216
5'7"	121	127	134	140	146	153	159	166	172	178	185	191	198	204	211	217	223
5'8"	125	131	138	144	151	158	164	171	177	184	190	197	203	210	216	223	230
5'9"	128	135	142	149	155	162	169	176	182	189	196	203	209	216	223	230	236
5'10"	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243
5'11"	136	143	150	157	165	172	179	186	193	200	208	215	222	229	236	243	250
6'0"	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	258
6'1"	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	265
6'2"	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272
6'3"	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279
6'4"	156	164	172	180	189	197	205	213	221	230	238	246	254	263	271	279	287

**What is BMI?** BMI is a measure of weight in relation to height. Risk of heart disease and other diseases increases at higher levels of overweight and obesity.

**What is waist measurement?** Waist measurement and BMI are interrelated. Waist measurement is a good indicator of your abdominal fat which is another predictor of your risk for developing risk factors for heart diseases and other diseases. The risk increases with a waist measurement of over 40 inches for men and over 35 inches for women.

**What are risk factors for heart disease?** Age, gender, heredity, high blood cholesterol, high blood pressure, physical inactivity, smoking, obesity and overweight, and diabetes.

**BMI from 18.5–24.9: Healthy Weight**—Good for you! Make it a goal to keep your healthy weight.

**BMI from 25–29.9: Overweight**—You should avoid further weight gain. Also, if you have two or more risk factors (such as high blood pressure or high blood cholesterol) or a high waist measurement, you may benefit from weight loss. Check with your family doctor or health care provider.

**BMI 30 or Higher: Obese**—Most people need to lose weight. Lose weight slowly—about 1–2 pounds a week. Check with your doctor or health care provider on the best ways to lose weight.

### Practice Finding Body Mass Index

\*\*Note: If you find that the weight number falls between two BMI numbers, choose the lower of the two BMI numbers.

Examples:

Dan's weight = 218 lbs

Dan's height = 5'9"

Dan's BMI = \_\_\_\_\_

Susie's weight = 134 lbs

Susie's height = 5'4"

Susie's BMI = \_\_\_\_\_

## Portion Distortion Quiz

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You've probably noticed that food portions in restaurants and other places have grown in size and provide enough food for at least two people. Larger portion sizes can lead to bigger waistlines and weight gain.

Take the Portion Distortion Quiz below to see if you know how today's portions compare to the portions available 20 years ago, and about the amount of physical activity required to burn off the extra calories provided by today's portions. The answers are provided at the end of the quiz.

1. A **bagel** 20 years ago was 3 inches in diameter and had 140 calories. How many calories do you think are in today's bagel?
  - a.  150 calories
  - b.  250 calories
  - c.  350 calories
2. A **cheeseburger** 20 years ago had 333 calories. How many calories do you think are in today's cheeseburger?
  - a.  590 calories
  - b.  620 calories
  - c.  700 calories
3. A 6.5-ounce portion of **soda** had 85 calories 20 years ago. How many calories do you think are in today's portion?
  - a.  200 calories
  - b.  250 calories
  - c.  300 calories
4. 2.4 ounces of **French fries** of 20 years ago had 210 calories. How many calories do you think are in today's portion?
  - a.  590 calories
  - b.  610 calories
  - c.  650 calories
5. A portion of **spaghetti and meatballs** 20 years ago had 500 calories. How many calories do you think are in today's portion of spaghetti and meatballs?
  - a.  600 calories
  - b.  800 calories
  - c.  1,025 calories

6. A cup of **coffee** with milk and sugar 20 years ago was 8 ounces and had 45 calories. How many calories do you think are in today's mocha coffee?
  - a.  100 calories
  - b.  350 calories
  - c.  450 calories
  
7. A **muffin** 20 years ago was 1.5 ounces and had 210 calories. How many calories do you think are in a muffin today?
  - a.  320 calories
  - b.  400 calories
  - c.  500 calories
  
8. Two slices of **pepperoni pizza** 20 years ago had 500 calories. How many calories do you think are in today's large pizza slices?
  - a.  850 calories
  - b.  1,000 calories
  - c.  1,200 calories
  
9. A **chicken Caesar salad** had 390 calories 20 years ago. How many calories do you think are in today's chicken Caesar salad?
  - a.  520 calories
  - b.  650 calories
  - c.  790 calories
  
10. A box of **popcorn** had 270 calories 20 years ago. How many calories do you think are in today's tub of popcorn?
  - a.  520 calories
  - b.  630 calories
  - c.  820 calories

Thank you for taking the Portion Distortion Quiz. We hope it was fun and insightful. Check out more on portion distortion at <http://hp2010.nhlbin.net/portion/>. We also hope that next time you eat out, you will think twice about the food portions offered to you.

## Answers

1. c. 350 calories for a 6 inch bagel. If you rake leaves for 50 minutes you'll burn the extra 210 calories.\*
2. a. 590 calories. You'll need to lift weights for 1 hour and 30 minutes, to burn the extra approximately 257 calories.\*
3. b. 250 calories for a 20-ounce soda. If you work in the garden for 35 minutes you will burn the extra 165 calories.\*\*
4. b. 610 calories for a 6.9-ounce portion of French fries. If you walk leisurely for 1 hour and 10 minutes, you will burn the extra 400 calories.\*\*
5. c. 1,025 calories for a portion consisting of 2 cups of pasta with sauce and 3 large meatballs. If you houseclean for 2 hours and 35 minutes, you will burn approximately 525 calories.\*
6. b. 350 calories for a 16-ounce cup of coffee. If you walk approximately 1 hour and 20 minutes, you will burn the extra 305 calories\*
7. c. 500 calories for a 5-ounce muffin. If you vacuum for approximately 1 hour and 30 minutes you will burn the extra 310 calories\*
8. a. 850 calories for 2 large slices of pizza. If you play golf (while walking and carrying your clubs) for 1 hour, you will burn the extra 350 calories\*\*
9. c. 790 calories for a 3 cup portion. If you walk the dog for 1 hour and 20 minutes, you will burn the extra 400 calories.\*\*
10. b. 630 calories for a tub of popcorn. If you do water aerobics for 1 hour and 15 minutes, you will burn the extra 360 calories.\*\*

\* Based on a 130-pound person

\*\* Based on a 160-pound person

## We Can! Fit In Daily Physical Activity

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Type of Activity	What day of the week	What time of the day	Who will participate	Other notes	Did we do it?
Example 1: Walking the dog	Every day	7 AM and 5 PM	Mom and Sally Dad and John	At least 15–20 minutes!	Yes! Sally and John switched on Wednesday.
Example 2: Frisbee™	Sunday	3 PM	Everyone	River View Park	Yes—we played for 2 hours each Sunday this month.
Example 3: Get off the school bus one stop early	Monday–Friday	2:30 PM	Sally and John	Be careful crossing Main Street.	Yes, except for Friday when we were tired.
Activity:					

## Snacks—Calories or Less

A healthy eating plan:

- emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products;
- -includes lean meats, poultry, fish, beans, eggs, and nuts; and
- is low in saturated fats, *trans* fats, cholesterol, salt (sodium), and added sugars.

Try these tasty and easy snacks to satisfy your hunger between meals. They fit right into a healthy eating plan and each has 100 or fewer calories. The key thing is to **pay attention to portion sizes**. Larger portions mean more calories.

Amount	Fruits	Calories
1 large	orange	100
1/2 large	grapefruit	53
1 medium	apple	72
1 small	banana	90
1	frozen fruit bar	67
1/4 cup	raisins	84
1/2 cup	canned fruit cocktail, in own juice	62
1/2 cup	orange juice	54
1/2 cup	red seedless grapes	52
1 cup	whole strawberries	46
	<b>Vegetables</b>	
1 cup	low-sodium vegetable juice	53
1 cup	cherry or grape tomatoes	27
1 cup	raw cauliflower	25
2 cups	assorted vegetables (1 cup broccoli florets/1 cup sliced red pepper with 2 tbsp. fat-free ranch dressing)	89
2 1/4 cups	salad (2 cups green/red leafy lettuce, 1/4 cup cucumber slices, 2 wedges tomato, 2 tbsp. fat-free Italian dressing)	39
5	baby carrots	18
5 rings	green pepper	10
10 small	celery sticks	6

<b>Bread, Cereals, Grains, Rice and Pasta</b>		
1/2 cup	oat circles breakfast cereal	54
1/2	whole-wheat bagel (3 <sup>1</sup> / <sub>2</sub> inches in diameter)	90
1/2	cinnamon raisin English muffin with 1 tsp. of jam	68
3 cups	air-popped popcorn	90
4	whole-wheat crackers, unsalted	71
2	graham cracker squares	60
2	brown rice and multigrain rice cakes	70
2	gingersnaps	60
1	fig bar	56
<b>Milk, Cheese, Yogurt</b>		
1/2 cup	fat-free vanilla yogurt	96
1/2 cup	fat-free frozen yogurt	99
1/2 cup	1% low-fat cottage cheese	81
1 cup	fat-free milk	91
4 ounces	fat-free chocolate pudding	100
1 ounce	part-skim mozzarella string cheese	72
1 ounce	low-fat cheddar cheese	49
<b>Meat, Chicken, Fish, Beans, Eggs</b>		
3 ounces	water-packed tuna	99
2 ounces	turkey breast	84
8 large	fresh or frozen steamed shrimp	44
1 large	hardboiled egg	78
3 tbsp.	hummus	69
<b>Other Ideas</b>		
1	6-inch corn tortilla with 1 ounce low-fat cheddar cheese, melted	100
5	celery sticks with 1 tbsp. peanut butter	100
2	tbsp. light cream cheese on 1/2 English muffin	100
8	baked tortilla chips, with 3 tbsp. salsa	86
10	almonds, unsalted	80
1/2	ounce sunflower seeds, unsalted	78

Source: USDA National Nutrient Database for Standard Reference, Release 19

## Sample USDA Food Guide and the DASH Eating Plan at the 2,000-Calorie Level<sup>a</sup>

Amounts of various food groups that are recommended each day or each week in the USDA Food Guide and in the DASH Eating Plan (amounts are daily unless otherwise specified) at the 2,000-calorie level. Also identified are equivalent amounts for different food choices in each group. To follow either eating pattern, food choices over time should provide these amounts of food from each group on average.

Food Groups and Subgroups	USDA Food Guide Amount <sup>b</sup>	DASH Eating Plan Amount	Equivalent Amounts
Fruit Group	2 cups (4 servings)	2 to 2.5 cups (4 to 5 servings)	$\frac{1}{2}$ cup equivalent is: <ul style="list-style-type: none"> <li>• <math>\frac{1}{2}</math> cup fresh, frozen, or canned fruit</li> <li>• 1 medium fruit</li> <li>• <math>\frac{1}{4}</math> cup dried fruit</li> <li>• USDA: <math>\frac{1}{2}</math> cup fruit juice</li> <li>• DASH: <math>\frac{3}{4}</math> cup fruit juice</li> </ul>
Vegetable Group <ul style="list-style-type: none"> <li>• Dark green vegetables</li> <li>• Orange vegetables</li> <li>• Legumes (dry beans)</li> <li>• Starchy vegetables</li> <li>• Other vegetables</li> </ul>	2.5 cups (5 servings)  3 cups/week 2 cups/week 3 cups/week 3 cups/week 6.5 cups/week	2 to 2.5 cups (4 to 5 servings)	$\frac{1}{2}$ cup equivalent is: <ul style="list-style-type: none"> <li>• <math>\frac{1}{2}</math> cup of cut-up raw or cooked vegetables</li> <li>• 1 cup raw leafy vegetable</li> <li>• USDA: <math>\frac{1}{2}</math> cup vegetable juice</li> <li>• DASH: <math>\frac{3}{4}</math> cup vegetable juice</li> </ul>
Grain Group <ul style="list-style-type: none"> <li>• Whole grains</li> <li>• Other grains</li> </ul>	6 ounce-equivalents  3 ounce-equivalents 3 ounce-equivalents	6 to 8 ounce-equivalents (6 to 8 servings) <sup>c</sup>	1 ounce-equivalent is: <ul style="list-style-type: none"> <li>• 1 slice bread</li> <li>• 1 cup dry cereal</li> <li>• <math>\frac{1}{2}</math> cup cooked rice, pasta, cereal</li> <li>• DASH: 1 ounce dry cereal (<math>\frac{1}{2}</math>–<math>1\frac{1}{4}</math> cup depending on cereal type—check label)</li> </ul>
Meat and Beans Group	5.5 ounce-equivalents	6 ounces or less meat, poultry, fish  4 to 5 servings per week nuts, seeds, and legumes <sup>d</sup>	1 ounce-equivalent is: <ul style="list-style-type: none"> <li>• 1 ounce of cooked lean meats, poultry, fish</li> <li>• 1 egg<sup>e</sup></li> <li>• USDA: <math>\frac{1}{4}</math> cup cooked dry beans or tofu, 1 tbsp. peanut butter <math>\frac{1}{2}</math> ounce nuts or seeds</li> <li>• DASH: <math>1\frac{1}{2}</math> ounces nuts, <math>\frac{1}{2}</math> ounce seeds, <math>\frac{1}{2}</math> cup cooked dry beans</li> </ul>

continued			
Food Groups and Subgroups	USDA Food Guide Amount <sup>b</sup>	DASH Eating Plan Amount	Equivalent Amounts
Milk Group	3 cups	2 to 3 cups	1 cup equivalent is: <ul style="list-style-type: none"> <li>•1 cup low-fat/fat-free milk, yogurt</li> <li>•1<sup>1</sup>/<sub>2</sub> ounces of low-fat or fat-free natural cheese</li> <li>•2 ounces of low-fat or fat-free processed cheese</li> </ul>
Oils <sup>f</sup>	4 grams (6 tsp)	8 to 12 grams (2 to 3 tsp)	1 tsp. equivalent is: <ul style="list-style-type: none"> <li>•DASH: 1 tsp soft margarine</li> <li>•1 tbsp. lowfat mayo</li> <li>•2 tbsp. light salad dressing</li> <li>•1 tsp. vegetable oil</li> </ul>
Discretionary Calorie Allowance <ul style="list-style-type: none"> <li>•Example of distribution: Solid fat<sup>d</sup></li> <li>Added sugars</li> </ul>	267 calories  18 grams 8 tsp.	   ~2 tsp (5 tbsp. per week)	1 tbsp. added sugar equivalent is: <ul style="list-style-type: none"> <li>•DASH: 1 tbsp. jelly or jam</li> <li>•1<sup>1</sup>/<sub>2</sub> ounce jelly beans</li> <li>•8 ounces lemonade</li> </ul>

Source: HHS/USDA Dietary Guidelines for Americans

- a All servings are per day unless otherwise noted. USDA vegetable subgroup amounts and amounts of DASH nuts, seeds, and dry beans are per week.
- b The 2,000 calorie USDA Food Guide is appropriate for many sedentary males 51 to 70 years of age, sedentary females 19 to 30 years of age, and for some other gender/age groups who are more physically active. See the *Dietary Guidelines for Americans* at <http://www.health.gov/DietaryGuidelines/> for more information about *gender/age/activity levels*. You can also find out more information on the food groups, amounts, and food intake patterns at other calorie levels. The calorie requirements of children ages 8–13 range from 1,200–2,600 depending on their activity level. (See *Estimated Calorie Requirements* handout for more information.)
- c Whole grains are recommended for most grain servings to meet fiber recommendations.
- d In the DASH Eating Plan, nuts, seeds, and dry beans are a separate food group from meat, poultry, and fish.
- e Since eggs are high in cholesterol, limit egg yolk intake to no more than 4 per week; 2 egg whites have the same protein content as 1 oz. of meat.
- f The oils listed in this table are not considered to be part of discretionary calories because they are a major source of the vitamin E and polyunsaturated fatty acids, including the essential fatty acids, in the food pattern. In contrast, solid fats (i.e., saturated and *trans* fats) are listed separately as a source of discretionary calories.

# Estimated Calorie Requirements

(In Kilocalories) for Each Gender and Age Group at Three Levels of Physical Activity<sup>a</sup>

This chart shows how many calories are recommended for both males and females in all age groups. The energy requirements also are broken down into levels of activity from sedentary to active. This should give you a sense of how many calories, ENERGY IN, your family members need.

Estimate Calorie Requirements				
Estimated amounts of calories needed to maintain energy balance for various gender and age groups at three different levels of physical activity. The estimates are rounded to the nearest 200 calories and were determined using the Institute of Medicine equation.				
Gender	Age (years)	Sedentary <sup>b</sup>	Moderately Active <sup>c</sup>	Active <sup>d</sup>
Child	2–3	1,000	1,000–1,400 <sup>e</sup>	1,000–1,400 <sup>e</sup>
Female	4–8	1,200	1,400–1,600	1,400–1,800
	9–13	1,600	1,600–2,000	1,800–2,200
	14–18	1,800	2,000	2,400
	19–30	2,000	2,000–2,200	2,400
	31–50	1,800	2,000	2,200
	51+	1,600	1,800	2,000–2,200
Male	4–8	1,400	1,400–1,600	1,600–2,000
	9–13	1,800	1,800–2,200	2,000–2,600
	14–18	2,200	2,400–2,800	2,800–3,200
	19–30	2,400	2,600–2,800	3,000
	31–50	2,200	2,400–2,600	2,800–3,000
	51+	2,000	2,200–2,400	2,400–2,800

a These levels are based on Estimated Energy Requirements (EER) from the Institute of Medicine Dietary Reference Intakes macronutrients report, 2002, calculated by gender, age, and activity level for reference-sized individuals. “Reference size,” as determined by IOM, is based on median height and weight for ages up to age 18 years of age and median height and weight for that height to give a BMI of 21.5 for adult females and 22.5 for adult males.

b Sedentary means a lifestyle that includes only the light physical activity associated with typical day-to-day life.

c Moderately active means a lifestyle that includes physical activity equivalent to walking about 1.5 to 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life

d Active means a lifestyle that includes physical activity equivalent to walking more than 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life.

e The calorie ranges shown are to accommodate needs of different ages within the group. For children and adolescents, more calories are needed at older ages. For adults, fewer calories are needed at older ages.

Source: HHS/USDA Dietary Guidelines for Americans

## Using the Nutrition Facts Label

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Most packaged foods have a Nutrition Facts label. For a healthier you, use this tool to make smart food choices quickly and easily. Try these tips:

- Keep these low: saturated fats, *trans* fats, cholesterol, and sodium.
- -Get enough of these: potassium, fiber, vitamins A and C, calcium, and iron.
- Use the % Daily Value (DV) column when possible: 5% DV or less is low, 20% DV or more is high

**Check servings and calories.** Look at the serving size and how many servings you are actually consuming. If you double the servings you eat, you double the calories and nutrients, including the % DVs.

**Make your calories count.** Look at the calories on the label and compare them with what nutrients you are getting to decide whether the food is worth eating.

**Don't sugar-coat it.** Since sugars contribute calories with few, if any nutrients, look for foods and beverages low in added sugars. Read the ingredient list and make sure that added sugars are not one of the first few ingredients. Some names for added sugars (caloric sweeteners) include sucrose, glucose, high-fructose corn syrup, corn syrup, maple syrup, and fructose.

**Know your fats.** Look for foods low in saturated fats, *trans* fats, and cholesterol to help reduce the risk of heart disease (5% DV or less is low, 20% DV or more is high). Most of the fats you eat should be polyunsaturated and monounsaturated fats. Keep total fat intake between 20 percent to 35 percent of calories.

**Reduce sodium (salt), increase potassium.** Research shows that eating less than 2,300 milligrams of sodium (about 1 tsp of salt) per day might reduce the risk of high blood pressure. Most of the sodium people eat comes from processed foods, not from the salt shaker. Also, look for foods high in potassium, which counteracts some of sodium's effects on blood pressure.

# Sample Label for Macaroni and Cheese

**Start Here** →

**Check Calories**

**Limit these Nutrients**

**Get Enough of these Nutrients**

**Footnote**

<b>Nutrition Facts</b>																													
Serving Size 1 cup (228g)																													
Servings Per Container 2																													
<b>Amount Per Serving</b>																													
<b>Calories</b> 250	Calories from Fat 110																												
<b>% Daily Value*</b>																													
<b>Total Fat</b> 12g	<b>18%</b>																												
Saturated Fat 3g	<b>15%</b>																												
<i>Trans</i> Fat 3g																													
<b>Cholesterol</b> 30mg	<b>10%</b>																												
<b>Sodium</b> 470mg	<b>20%</b>																												
<b>Potassium</b> 700mg	<b>20%</b>																												
<b>Total Carbohydrate</b> 31g	<b>10%</b>																												
Dietary Fiber 0g	<b>0%</b>																												
Sugars 5g																													
<b>Protein</b> 5g																													
Vitamin A	4%																												
Vitamin C	2%																												
Calcium	20%																												
Iron	4%																												
<small>* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.</small>																													
	<table border="1" style="font-size: small; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Calories:</th> <th>2,000</th> <th>2,500</th> </tr> </thead> <tbody> <tr> <td>Total Fat</td> <td>Less than</td> <td>65g</td> <td>80g</td> </tr> <tr> <td>Sat Fat</td> <td>Less than</td> <td>20g</td> <td>25g</td> </tr> <tr> <td>Cholesterol</td> <td>Less than</td> <td>300mg</td> <td>300mg</td> </tr> <tr> <td>Sodium</td> <td>Less than</td> <td>2,400mg</td> <td>2,400mg</td> </tr> <tr> <td>Total Carbohydrate</td> <td></td> <td>300g</td> <td>375g</td> </tr> <tr> <td>Dietary Fiber</td> <td></td> <td>25g</td> <td>30g</td> </tr> </tbody> </table>		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
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Total Carbohydrate		300g	375g																										
Dietary Fiber		25g	30g																										

**Quick Guide to % DV**

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

Source: Food and Drug Administration (FDA)

## GO, SLOW, and WHOA Foods

Use this chart as a guide to help you and your family make smart food choices. Post it on your refrigerator at home or take it with you to the store when you shop. Refer to the Estimated Calorie Requirements and Sample USDA Food Guide and the DASH Eating Plan at the 2,000-Calorie Level to determine how much of these foods to eat to maintain energy balance.

**GO Foods**—Eat almost anytime.

**SLOW Foods**—Eat sometimes or less often.

**WHOA Foods**—Eat only once in a while or for special occasions.

Food Group	GO	SLOW	WHOA
	Almost anytime foods	Sometimes foods	Once in a while foods
	Nutrient-dense		Calorie-dense
Vegetables	Almost all fresh, frozen, and canned vegetables without added fat and sauces	All vegetables with added fat and sauces; oven-baked French fries; avocado	Fried potatoes, like French fries or hash browns; other deep-fried vegetables
Fruits	All fresh, frozen, canned in juice	100 percent fruit juice; fruits canned in light syrup; dried fruits	Fruits canned in heavy syrup
Breads and Cereals	Whole-grain breads, including pita bread; tortillas and whole-grain pasta; brown rice; hot and cold unsweetened whole-grain breakfast cereals	White refined flour bread, rice, and pasta. French toast; taco shells; cornbread; biscuits; granola; waffles and pancakes	Croissants; muffins; doughnuts; sweet rolls; crackers made with trans fats; calorically sweetened breakfast cereals
Milk and Milk Products	Fat-free or 1 percent low-fat milk; fat-free or low-fat yogurt; part skim, reduced-fat, and fat-free cheese; low-fat or fat-free cottage cheese	2 percent low-fat milk; processed cheese spread	Whole milk; full-fat American, cheddar, Colby, Swiss, cream cheese; whole-milk yogurt
Meats, Poultry, Fish, Eggs, Beans and Nuts	Trimmed beef and pork; extra lean ground beef; chicken and turkey without skin; tuna canned in water; baked, broiled, steamed, grilled fish and shellfish; beans, split peas, lentils, tofu; egg whites and egg substitutes	Lean ground beef, broiled hamburgers; ham, Canadian bacon; chicken and turkey with skin; low-fat hot dogs; tuna canned in oil; peanut butter; nuts; whole eggs cooked without added fat	Untrimmed beef and pork; regular ground beef; fried hamburgers; ribs; bacon; fried chicken, chicken nuggets; hot dogs, lunch meats, pepperoni, sausage; fried fish and shellfish; whole eggs cooked with fat
Sweets and Snacks*		Ice milk bars; frozen fruit juice bars; low-fat or fat-free frozen yogurt and ice-cream; fig bars, ginger snaps, baked chips; low-fat microwave popcorn; pretzels	Cookies and cakes; pies; cheese cake; ice cream; chocolate; candy; chips; buttered microwave popcorn
Fats/Condiments	Vinegar; ketchup; mustard; fat-free creamy salad dressing; fat-free mayonnaise; fat-free sour cream	Vegetable oil, olive oil, and oil-based salad dressing; soft margarine; low-fat creamy salad dressing; low-fat mayonnaise; low-fat sour cream**	Butter, stick margarine; lard; salt pork; gravy; regular creamy salad dressing; mayonnaise; tartar sauce; sour cream; cheese sauce; cream sauce; cream cheese dips

## GO, SLOW, and WHOA Foods, continued.

Food Group	GO Almost anytime foods	SLOW Sometimes foods	WHOA Once in a while foods
	<b>Nutrient-dense</b> ←————→ <b>Calorie-dense</b>		
Beverages	Water, fat-free milk or 1 percent low-fat milk; diet soda; unsweetened ice tea or diet iced tea and lemonade	2 percent low-fat milk; 100 percent fruit juice; sports drinks	Whole milk; regular soda; calorically sweetened iced teas and lemonade; fruit drinks with less than 100 percent fruit juice

How you choose to prepare or order your food when eating out can quickly turn a less healthy food into a healthier option. Choosing baked, broiled, steamed, grilled, and microwaved foods saves you from extra fat and calories. See the example on how similar foods can go from a WHOA to a SLOW or to a GO food.

	WHOA (eat once in a while)	Calories	SLOW (eat sometimes or less often)	Calories	GO (eat almost anytime)	Calories
<b>Fruit</b>	Apple pie, $\frac{1}{8}$ of 9-inch pie	296	Baked apple, 1 cup slices, with 1 tbsp. butter	193	Apple, 1 medium	72
<b>Bread</b>	$\frac{1}{2}$ plain bagel (3 $\frac{1}{2}$ inch) with 1 tbsp. butter and jelly	249	$\frac{1}{2}$ plain bagel (3 $\frac{1}{2}$ inch) with 1 tbsp. jelly	147	$\frac{1}{2}$ whole-wheat bagel (3 $\frac{1}{2}$ inch)	91
<b>Meat</b>	Fried chicken, 2 drumsticks	386	Roasted chicken breast with skin, $\frac{1}{2}$ breast	193	Roasted chicken breast without skin, $\frac{1}{2}$ breast	142

\*Though some of the foods in this row are lower in fat and calories, all sweets and snacks need to be limited in order to not exceed one's daily calorie requirements.

\*\*Vegetable and olive oils contain no saturated or *trans* fats and can be consumed daily, but in limited portions to meet daily calorie needs. (See Sample USDA Food Guide and DASH Eating Plan at the 2,000-Calorie Level handout)

Source: Adapted from CATCH: Coordinated Approach to Child Health, 4th Grade Curriculum, University of California and Flaghouse, Inc. 2002

## We Can! Weekly Meal Planner

Use this tool to help plan healthier meals for your family. Download a new copy of this planner each week. Below are also lists of ideas for healthier breakfasts, lunches, and dinners. *Remember to eat mostly GO foods and watch your portion sizes!* To download a GO, SLOW, and WHOA Foods Chart, click on <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/gswtips.pdf>.

DAY	BREAKFAST	LUNCH	DINNER
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

### *Suggestions for healthier breakfasts:*

- 1 cup whole-grain cold or ½ cup hot cereal, ½ cup fat-free or low-fat milk, and ½ cup fresh or frozen fruit, such as blueberries, sliced strawberries, or bananas.
- 2 slices whole-grain toast with 2 tablespoons jam or peanut butter, 1 cup low-fat or fat-free yogurt, and ½ cup 100% juice (orange, grapefruit, etc.)
- 2 scrambled eggs, 2 slices whole-grain toast with jam, ½ cup sliced strawberries.
- Tortilla with melted low-fat cheese 2 scrambled eggs or ½ cup egg substitute, ½ cup spinach, and ¼ cup salsa.

### *Suggestions for healthier lunches:*

- 1 cup garden salad with 1 tablespoon light dressing and ½ turkey sandwich on whole-grain bread with lettuce, tomato, and mustard.
- 1 cup broth or tomato-based soup and ½ lean roast beef sandwich on whole-grain bread with lettuce, tomato, and mustard.
- - 1 slice cheese or vegetable pizza made with low-fat cheese, small garden salad and 2 tablespoons of light dressing.

### *Suggestions for healthier dinners:*

- 3 ounces grilled honey mustard chicken, ½ cup roasted asparagus and 1 cup wild rice.
- 3 ounces baked fish with lemon dill dressing, 1 cup herbed pasta, and 1 cup garden salad with 2 tablespoons of light dressing.
- 1 cup pasta with ½ cup tomato sauce, and ½ cup steamed broccoli, 1 slice whole-grain bread, and ½ cup pineapple slices

For more information on **We Can!**, visit <http://wecan.nhlbi.nih.gov> or call 1-866-35-WECAN.

# We Can! Grocery List Template

Use this template to fill in your weekly grocery list. Some examples of GO and SLOW foods are included to help you. Print this sheet before every shopping trip and use it to help you pick healthier items for your family. Check out the *GO, SLOW, and WHOA Foods Chart* on the **We Can!** Web site for more examples.

Fresh Fruits and Vegetables		Breads, Rice, Cereal, Pasta	
GO: Apple		GO: Whole-grain bread	
GO: Spinach		GO:	
GO:		SLOW: White rice	
GO:		SLOW:	
GO:		SLOW:	
GO:		SLOW:	
GO:			
Meat, Poultry, Fish, Eggs, Beans and Nuts		Milk, Cheese, Yogurt	
GO: Chicken breasts		GO: Low-fat or fat-free yogurt	
GO:		GO: Fat-free milk	
GO:		GO:	
GO:		GO:	
SLOW: Whole eggs		GO:	
SLOW:		SLOW:	
		SLOW:	
Packaged Foods		Fats, Oils, Sugar	
GO: Canned pineapple in its own juice		Olive oil	
GO: Black beans			
GO:			
GO:			
GO:			
SLOW: Frozen pizza			
SLOW:		Other (household items)	
SLOW:			
SLOW:			

For more information about **We Can!** visit <http://wecan.nhlbi.nih.gov> or call 1-886-35-WE CAN.

## We Can! Prepare Healthier Recipes

In the right column, you will find notes on how you can make easy changes to the ingredients in the left column to lower the amount of fat, added sugar, and calories in these recipes. On the next page, think of at least five recipes you make or ingredients that you use often for your family where you can lower the fat or added sugar.

Lasagna	
Ingredients:	Substitutions:
1 box lasagna noodles	
1 pound ground beef	<b>1 pound extra lean ground beef (93 percent lean) or lean ground turkey</b>
1/2 cup chopped onion	
8 ounces mushrooms, optional	
1 jar (about 16 ounces) spaghetti sauce, your favorite	<b>1 jar spaghetti sauce, no added fat</b>
1 teaspoon garlic powder	
1/2 teaspoon salt	
1 teaspoon dried leaf oregano, crumbled	
1/2 teaspoon dried leaf basil, crumbled	
1 1/2 cups ricotta cheese	<b>1 1/2 cups part-skim ricotta cheese</b>
2 cups shredded Monterey Jack cheese	<b>2 cups reduced-fat Monterey Jack Cheese</b>
3/4 cup grated Parmesan cheese	<b>3/4 cup reduced-fat Parmesan cheese</b>
Cook lasagna noodles according to package directions; drain and set aside. In a large skillet, brown beef, onion, and mushrooms. Stir in spaghetti sauce, garlic powder, salt, oregano, and basil. In a 2-quart buttered baking dish (about 11x7x2 inches), layer 1/3 of the lasagna noodles, 1/3 of the sauce, and 1/3 of the ricotta cheese, Monterey Jack cheese, and Parmesan cheeses. Repeat layers twice. Bake lasagna for 30 minutes or until thoroughly heated and bubbly. Let stand for 8 to 10 minutes before cutting and serving. Serves 6 to 8.	<i>Notes: Don't forget to drain the fat from the meat after you brown it. Use cooking spray instead of butter to grease the dish.</i>
Salad	
Ingredients:	Substitutions:
1 head iceberg lettuce	<b>1 head of dark green leafy lettuces (radicchio, romaine, red leaf, etc.) for greater nutrient value.</b>
2 cups croutons	
1/2 cup regular salad dressing	<b>1/4 cup fat-free or reduced-fat salad dressing</b>
1 cup tuna salad with mayonnaise	<b>1 cup tuna canned in water and drained</b>
1 cup shredded mozzarella cheese	<b>1/4 cup shredded reduced-fat Parmesan cheese</b>
1 cup sliced red or green peppers	
1 cup chopped celery	
1 cup shredded carrots	
Wash and tear lettuce and place in a large bowl. Wash and prepare vegetables and add to lettuce. Add dressing and toss.	

### Chocolate Chip Cookies

Ingredients:	Substitutions:
1 cup butter, softened	<b>1/2 cup applesauce (with no sugar) added</b>
1 cup white sugar	<b>3/4 cup white sugar</b>
1 cup packed brown sugar	<b>3/4 cup packed brown sugar</b>
2 eggs	<b>1 whole egg and 1 egg white</b>
2 teaspoons vanilla extract	
3 cups all-purpose flour	
1 teaspoon baking soda	
2 teaspoons hot water	
1/2 teaspoon salt	
2 cups semi-sweet chocolate chips	<b>1 cup mini chocolate chips</b>
1 cup chopped walnuts	
Preheat oven to 350 degrees Fahrenheit (175 degrees Celsius). Cream together the butter, white sugar, and brown sugar until smooth. Beat in the eggs one at a time, then stir in the vanilla. Dissolve baking soda in hot water. Add to batter along with salt. Stir in flour, chocolate chips, and nuts. Drop by large spoonfuls onto ungreased pans. Bake for about 10 minutes in the preheated oven or until edges are nicely browned.	

### Recipes that I make or ingredients that I use often for my family

Ingredients I use:	Substitutions I could make:
1.	
2.	
3.	
4.	
5.	

## We Can! Reduce Fat and Added Sugar in Meals and Snacks

Try some of these tips for reducing your calorie intake with your family.

### Substitutions:

- Cook with low-fat methods such as baking, broiling, boiling, or microwaving, rather than frying.
- Choose low-fat or fat-free milk products, salad dressings, and mayonnaise.
- Serve fruit instead of cookies or ice cream for dessert.
- Add salsa on a baked potato instead of butter or sour cream.
- Eat fruits canned in their own juice rather than syrup.

Use these substitutions when you cook or bake:	
Instead of:	Substitute:
1 cup cream	1 cup evaporated fat-free milk
1 cup butter or stick margarine	Tub margarine or vegetable oil or $\frac{1}{2}$ cup butter or applesauce (with no sugar added)
1 egg	2 egg whites or $\frac{1}{4}$ cup egg substitute
Butter or stick margarine for sautéing	Cooking spray, no-sodium chicken broth, or a small amount of olive oil or vegetable oil
Bacon	Lean turkey bacon
Ground beef	Extra lean ground beef or ground turkey breast
Sour cream	Fat-free sour cream
1 cup chocolate chips	$\frac{1}{4}$ – $\frac{1}{2}$ cup mini chocolate chips
1 cup sugar	$\frac{3}{4}$ cup sugar (this works with most everything except yeast breads)
1 cup mayonnaise	1 cup reduced-fat or fat-free mayonnaise
1 cup whole milk	1 cup fat-free milk or 1% low-fat milk
1 cup cream cheese	$\frac{1}{2}$ cup ricotta cheese pureed with $\frac{1}{2}$ cup fat-free cream cheese
Oil and vinegar dressing with 3 parts oil to 1 part vinegar	1 part olive oil + 1 part vinegar (preferably a flavored vinegar such as balsamic) + 1 part orange juice
Unsweetened baking chocolate (1 ounce)	3 tablespoons unsweetened cocoa powder plus 1 tablespoon vegetable oil or margarine

### **Other ideas to reduce the fat or added sugar in meals:**

- Remove skin from poultry and do not eat it.
- Cool soups and gravies and skim off fat before reheating them.
- Cook chicken or fish by immersing it in simmering liquid.
- Using a microwave is a good alternative because it's fast and doesn't add fat or calories.
- Reduce sugar by  $\frac{1}{4}$  to  $\frac{1}{3}$ . If a recipe says 1 cup, use  $\frac{2}{3}$ .
- To enhance the flavor when sugar is reduced, add vanilla, cinnamon, or nutmeg.
- Read labels of commercially prepared products, many are high in sugar—look for terms like sucrose, sorbitol, syrups, glucose, fructose, mannitol, molasses, dextrose, maltose, honey, and lactose.

### **Ideas to choose healthier snacks:**

- Toss sliced apples or berries on top of low-fat or fat-free yogurt.
- Put a slice of low-fat or fat-free cheese on top of whole-grain crackers.
- Make a whole-wheat pita pocket with hummus, lettuce, tomato, and cucumber.
- Pop some low-fat popcorn.
- Sprinkle some dry whole-grain cereal on top of low-fat or fat-free yogurt.
- Microwave or toast a soft tortilla with low-fat cheese and sliced peppers and mushrooms to make a mini-burrito or quesadilla.
- Drink low-fat chocolate milk (blend it with a banana or strawberries and some ice for a smoothie).

Try these healthy snack ideas! Be sure to watch portion size! Check the **We Can!** Web site at <http://wecan.nhlbi.nih.gov> for more healthy snack ideas!

## We Can! Parent Tips: Making Healthier Food Choices

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As a parent, you want to give your family the best you can. Serving healthier foods in the appropriate portions per food group and calorie level is one of the best ways to ensure that your children are getting proper nutrition without eating too many calories. These simple tips can help you plan and prepare meals and snacks to help your family to get the most nutrition out of the calories consumed.

### What is a "Healthy Diet?"

The U.S. Dietary Guidelines for Americans describe a healthy diet as one that:

- Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products;
- Includes lean meats, poultry, fish, beans, eggs, and nuts;
- Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars; and
- Stays within your calorie needs.

**We Can!** has tips and tools to help you choose and prepare healthier foods for your family. Use these tips and tools to help your family eat nutritiously and help them maintain a healthy weight.

### GO, SLOW, and WHOA Foods

#### Focus on Food Choices

**GO foods** are the lowest in fat and added sugar. They are also “nutrient dense” (which means they are better sources of vitamins, minerals, and other nutrients important to health) and relatively low in calories. Enjoy GO foods almost anytime. Examples of GO foods are: fruits (fresh, frozen, or canned in juice), vegetables (fresh, frozen without added fat, canned without added sodium), whole grains, fat-free or low-fat milk products, lean meat, poultry, fish, beans, eggs whites or egg substitute.

**SLOW foods** are higher in fat, added sugar, and/or calories than GO foods. SLOW foods include: vegetables with added fat, white refined flour bread, low-fat mayonnaise, and 2% low-fat milk. Have SLOW foods sometimes or less often.

**WHOA foods** are the highest in fat and/or added sugar. They are “calorie dense” (a small portion is relatively high in calories), and many are low in vitamins, minerals, and other nutrients as well. Have WHOA foods only once in a while or on special occasions. And, when you do have them, have small portions. Examples of WHOA foods are: whole milk, cheese, fried potatoes, croissants, muffins, butter, and creamy salad dressings.

To download a GO, SLOW, and WHOA Foods chart, click on <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/gswtips.pdf>

## Healthy Eating Choices

From WHOA to SLOW to GO. You can go from WHOA to GO by making these substitutions when cooking. Substituting the low-fat and fat-free versions of foods as alternatives to the full fat items can help reduce overall calories of favorite foods without affecting taste. Try using low-fat mozzarella cheese in lasagna instead of the full fat variety. Your family will likely not notice the difference.

	<b>WHOA</b> (eat once in a while)	<b>Calories</b>	<b>SLOW</b> (eat sometimes or less often)	<b>Calories</b>	<b>GO</b> (eat almost anytime)	<b>Calories</b>
<b>Fruit</b>	Apple pie, 1/8 of 9-inch pie	296	Baked apple, 1 cup slices, with 1 tbsp. butter	193	Apple, 1 medium	72
<b>Bread</b>	1/2 plain bagel (3 1/2 inch) with 1 tbsp. butter and jelly	249	1/2 plain bagel (3 1/2 inch) with 1 tbsp. jelly	147	1/2 whole-wheat bagel (3 1/2 inch)	91
<b>Meat</b>	Fried chicken, 2 drumsticks	386	Roasted chicken breast with skin, 1/2 breast	193	Roasted chicken breast without skin, 1/2 breast	142

Substitute applesauce for butter in baking and still get a rich, moist product. Try some of the calorie-reducing substitutions below when you cook or bake.

<b>Instead of</b>	<b>Substitute</b>
1 cup cream	1 cup evaporated fat-free milk
1 cup butter, stick margarine, or shortening for baking	Tub margarine, vegetable oil, or 1/2 cup apple butter or applesauce without added sugar
1 egg	2 egg whites or 1/4 cup egg substitute
Pastry dough	Graham cracker crumb crust
Butter or stick margarine for sautéing	Cooking spray, low-sodium chicken broth, or a small amount of olive oil or vegetable oil

For more tips on making healthier substitutions, visit <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/live-it/cooking.htm>

Also, check out *heart healthy recipes* from the National Institutes of Health (NIH) at <http://www.nhlbi.nih.gov/health/index.htm#recipes>

*Making healthier selections when dining out.* There are several things you can do at restaurants to lower your intake of fat and calories. For example, order foods that are steamed, broiled, baked, roasted, poached, or lightly sautéed or stir-fried. You can also trim visible fat from poultry or meat. In addition, request:

- olive oil for dipping instead of butter or margarine
- fat-free or low-fat milk rather than whole milk or cream in coffee or in other drinks
- food without butter, gravy, or sauces

- salad dressing “on the side” and request light or fat-free dressing
- steamed vegetables or a fruit cup as a substitute for French fries
- “hold the cheese” or “cheese on the side” when ordering sandwiches or salads so you can decide how much cheese you want to eat
- unsweetened beverages, such as water, unsweetened iced-tea, or sugar-free or diet iced-tea and lemonade

### Portion Distortion

Anyone who has eaten out lately is likely to notice how big the food portions are. It’s hard to find “small” anymore—“supersize” is more like it. Sometimes your plate arrives and there’s enough food for two or even three people. These ever-larger portions have changed what we think of as a “normal” portion, and that affects how much food we eat at home as well. Cutting back on portion size can help you and your family limit your calorie intake. Follow these simple tips to get started:

- Select an appetizer that is low in fat and includes a fruit or vegetable instead of an entrée at a restaurant.
- Put a smaller portion on a smaller plate; it won’t look so skimpy.
- Share a portion with a family member or friend.
- Instead of giving your child or yourself an entire bottle of fruit juice or soda, pour a small amount ( $\frac{1}{2}$  cup) into a cup. Better yet, choose water or small amounts of 100% fruit juice over soda.
- Use tall, narrow glasses instead of short, wide glasses. You will drink less.
- Order a medium pizza instead of a large. Everyone gets the same number of slices as before; they’re just smaller.
- Before you eat your meal ask the wait staff to put half of the meal in a take home bag for leftovers to eat the next day.

Compare the size of foods from 20 years ago to today. Portions have grown and so have the calories!

20 Years Ago			Today		
	Portion	Calories		Portion	Calories
Bagel	3-inch	140	Bagel	6-inch	350
Fast food cheeseburger	1	333	Large fast food cheeseburger with sauces	1	590
Spaghetti and meatballs	1 cup spaghetti, 3 small meatballs	500	Spaghetti and meatballs	2 cups spaghetti, 3 large meatballs	1,020
Soda	6.5 ounces	85	Soda	20 ounces	250
Blueberry muffin	1.5 ounces	210	Blueberry muffin	5 ounces	500

To test your knowledge on serving sizes, check out the Portion Distortion activity on the **We Can!** Web site, <http://hp2010.nhlbihin.net/portion/index.htm>.

Visit the **We Can!** Web site, <http://wecan.nhlbi.nih.gov> or call 1-866-35-WECAN to order a free copy of the **We Can!** *Families Finding the Balance: Parent Handbook*.

## We Can! Make Physical Activity Fun

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Encourage every member of your family to increase daily physical activity and have fun at the same time. Be sure to think about what your family can be doing to build in more active time during your busy week. Here are some suggestions to consider.

### Make time

- Identify available time slots. Monitor your daily activities for one week. Identify at least three 30-minute time slots your family could use for physical activity. Then, identify two of them that work out as family activity time.
- Talk to your family about how you can add physical activity to your daily routine. For example, walk or ride your bike to work or school, organize school activities or birthday parties around physical activity, walk the dog with your children, walk to a friend's house to play, park farther away from your destination.
- Make time for physical activity. For example, on Saturday mornings, start the day by taking a walk with your family around the neighborhood. Try doing something active after dinner with your family and especially on weekends.
- Select activities requiring minimal time, such as walking, jogging, or stair climbing. Or, burn calories doing yard and house work (raking leaves, shoveling snow, washing the car, cleaning closets, scrubbing floors, etc.)

### Bring others into it

- Explain your interest in physical activity to friends and family. Ask them to support your efforts.
- Invite friends and family to exercise with you. Plan social activities involving exercise. Plan a party with physically active games and activities for your family and your children's friends.
- Be physically active with your kids: Go for a walk together, play tag or other running games, get an aerobic dance or exercise tape or DVD (there are several on the market) and exercise together. You can spend time together and still be physically active.

- Develop new friendships with physically active people. Sign up the family for programs at the YMCA, park and recreation center, or a hiking club.

### **Energize yourself and your family**

- Schedule physical activity for times in the day or week when you and your family feel energetic.
- Convince your family that if they give it a chance, physical activity will increase their energy level; then challenge them to try it.

### **Stay motivated**

- Plan ahead. Make physical activity a regular part of your family's daily or weekly schedule and write it on a family activity calendar.
- Join an exercise group or class. Enroll your children in community sports teams or lessons.
- Select activities requiring no new skills, such as walking, climbing stairs, or jogging. Or, try new activities to keep things interesting!
- Exercise with friends who are at the same skill level as you are. Create opportunities for your children to be active with friends.

### **Build new skills**

- Find a friend who is willing to teach you some new skills.
- Take a class to develop new skills and enroll your children in classes too, such as swimming, gymnastics, tennis, ice skating, etc.

### **Use available resources**

- Select activities that require minimal facilities or equipment, such as walking, jogging, jumping rope, or stretching and strengthening movements.
- Identify inexpensive, convenient resources available in your community (such as community education programs, park and recreation programs, and work site programs).

### **Make the most of all conditions**

- Develop a set of regular activities for you and your family that are always available regardless of weather (such as indoor cycling, aerobic dance, indoor swimming, stretching and strengthening movements, stair climbing, rope skipping, mall walking, dancing, and gymnasium games).
- Look at outdoor activities that depend on weather conditions (such as cross-country skiing, outdoor swimming, and outdoor tennis) as “bonuses”—extra activities possible when weather and circumstances permit.

*Adapted from: “How Can I Overcome Challenges to Physical Activity?” Centers for Disease Control and Prevention's Division of Nutrition and Physical Activity. [www.cdc.gov/nccdphp/dnpa/physical/life/overcome.htm](http://www.cdc.gov/nccdphp/dnpa/physical/life/overcome.htm)*

## We Can! Help Children Reduce Screen Time

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Here are a few simple tips to help your children reduce their screen time and increase physical activity in order to maintain a healthy weight.

- **Know how much screen media and physical activity your family is getting.** By knowing how much screen media, including TV, DVD, video games, and nonschool- or nonwork-related computer and Internet use, your family spends and how much physical activity they get, you will be more aware of how much ENERGY OUT they are burning. The goal is for them to spend no more than 2 hours of screen time a day and get 60 minutes of moderate-intensity physical activity each day.
- **Talk to your family.** Explain to your children that it's important to sit less and move more so they will stay at a healthy weight, be more energized, have a chance to practice certain skill sets (such as riding a bike or shooting hoops), and socialize with friends and peers. Tell them that you also are going to limit your screen time and increase your physical activity, so you will all be working toward this goal together.
- **Set limits on screen time.** Set a house rule that your children may spend no more than 2 hours a day of screen time (TV, DVD, video games, nonwork- or nonschool-related computer or Internet use). More importantly, enforce the rule once it's made. You may want to check into those devices or Internet programs that set limits on the TV or on the computer.
- **Minimize the influence of TV in the home.** Do not put a TV or computer in your child's bedroom. This tends to physically isolate family members and decrease interaction. Also, children who have TVs in their room tend to spend almost 1<sup>1</sup>/<sub>2</sub> hours more in a typical day watching TV than their peers without a set in their room.
- **Make meal time, family time.** Turn off the TV during family meal time. Better yet, remove the TV from the eating area if you have one there. Family meals are a good time to talk to each other. Research has shown that families who eat together tend to eat more nutritious meals than families who eat separately. Make eating together a priority and schedule in family meals at least two to three times a week.

- **Provide other options and alternatives.** Watching TV can become a habit for your child. Provide other alternatives for them to spend their time, such as playing outside, learning a hobby or sport, or spending time with family and friends.
- **Set a good example.** You need to be a good role model and also limit your screen time to no more than 2 hours per day. If your kids see you following your own rules, then they will be more likely to follow. Instead of watching TV or surfing the Internet, spend time with your family doing something fun and active.
- **Don't use TV to reward or punish a child.** Practices like this make TV seem even more important to children.
- **Be a savvy media consumer.** Don't expect your child to ignore the influences of television advertising of snack foods, candy, soda, and fast food. Help your child develop healthy eating habits and become media savvy by teaching them to recognize a sales pitch. Try asking your child why their favorite cartoon character is trying to get them to eat a certain brand of breakfast cereal. Explain to them that this is a way for advertisers to make the cereal more appealing to young people so that they ask their parents to buy it for them and the company can make money. **We Can!** offers communities a youth program called *Media Smart Youth: Eat, Think, and Be Active!* Sign up your child for this program so they can learn more about becoming media smart.

## Youth Screen Time Statistics

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### Screen Time

- Every day, on average, 8- to 18-year-olds spend:
  - Nearly 4 hours watching TV, videos, DVDs, and prerecorded shows
  - Just over 1 hour on the computer
  - About 50 minutes playing video games

### Media in the Bedroom

- Two-thirds of young people have a TV in their bedroom;  $\frac{1}{2}$  have a video game player and nearly  $\frac{1}{3}$  have a computer in their bedroom.
- Youth who have TVs in their rooms spend almost  $1\frac{1}{2}$  more hours a day watching TV than youth without a set in their room.

### Parental Rules

- About half (53 percent) of all 8- to 18-year-olds say their families have no rules about TV watching.
- Forty-six percent said they do have rules, but only 20 percent said the rules are enforced “most” of the time.
- Youth with TV rules that are enforced most of the time report 2 hours less daily media exposure than in homes without rules enforced.

Source: Henry J. Kaiser Foundation. *Generation M: Media in the Lives of 8–18-Year Olds*, March 2005.  
[www.kff.org/entmedia/entmedia030905pkg.cfm](http://www.kff.org/entmedia/entmedia030905pkg.cfm)

# We Can! Reduce Children's Screen Time Log

Complete this log to determine how much time you are spending in front of a screen. Help your family do the same. You can print additional logs from the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>. Place the log in an easy location for everyone to use and see, such as near the family television, by the computer, or on the refrigerator. If screen time for you or your family members is less than 2 hours a day, pat yourselves on the back! If it's 2 hours or more, then check out other **We Can!** Family Guide physical activity tips. Go to Session 1, Moving More (ENERGY OUT) on page 15, and Session 2, ENERGY OUT: Physical Activity on page 21, and the **We Can!** Fit In Daily Physical Activity Planner on page 27.

**SAMPLE LOG**

Name: Billy (age 11)

Week of: 6/4/2007

<b>We Can! Reduce Children's Screen Time Log</b>					
	<b>TV</b>	<b>Video Games</b>	<b>DVD</b>	<b>Computer/Internet</b>	<b>Time (hours)</b>
<b>Monday</b>	2 hours	1 hour		1 hour	4 hours
<b>Tuesday</b>	3 hours	1½ hours		1 hour	5½ hours
<b>Wednesday</b>	1½ hours	1 hour	2½ hours	½ hour	5½ hours
<b>Thursday</b>	4 hours			1 hour	5 hours
<b>Friday</b>	4 hours	1 hour			5 hours
<b>Saturday</b>	3 hours	2 hours	2 hours	1 hour	8 hours
<b>Sunday</b>	2 hours	1 hour	2 hours	2 hours	7 hours
					<b>TOTAL: 40 hrs</b>

Name: \_\_\_\_\_

Week of: \_\_\_\_/\_\_\_\_/\_\_\_\_

	<b>TV</b>	<b>Video Games</b>	<b>DVD</b>	<b>Computer/Internet</b>	<b>Time (hours)</b>
<b>Monday</b>					
<b>Tuesday</b>					
<b>Wednesday</b>					
<b>Thursday</b>					
<b>Friday</b>					
<b>Saturday</b>					
<b>Sunday</b>					
					<b>TOTAL:</b>

Name: \_\_\_\_\_

Week of: \_\_\_\_/\_\_\_\_/\_\_\_\_

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					<b>TOTAL:</b>

Name: \_\_\_\_\_

Week of: \_\_\_\_/\_\_\_\_/\_\_\_\_

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					<b>TOTAL:</b>

Name: \_\_\_\_\_

Week of: \_\_\_\_/\_\_\_\_/\_\_\_\_

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					<b>TOTAL:</b>

Name: \_\_\_\_\_

Week of: \_\_\_\_/\_\_\_\_/\_\_\_\_

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					<b>TOTAL:</b>

## We Can! Help Children Maintain a Healthy Weight for Life

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Here are a few simple tips to help your family sustain energy balance, stay motivated, and handle setbacks in order to maintain a healthy weight for life.

- **Make a commitment.** You need to make a commitment to yourself and your family to eat nutritious foods and get regular physical activity.
- **Get a support network.** It helps to have a strong network of family, friends, and colleagues who will support you in your new lifestyle habits. Families can serve low-fat meals for gatherings, your friends can limit drinks with added sugar and TV watching when youth are playing together, and colleagues can go on short power walks with you and help you make healthier choices at the cafeteria or vending machine. Let as many people as possible know what your goals are and, hopefully, they will not only support you, but join you in your efforts. Maintaining a healthy weight is good for everyone!
- **Set realistic goals.** Effective goals are specific, attainable, and forgiving (not perfect). “Eat three servings of fruit a day” is a better goal than “Eat more fruit.”
- **Track progress.** Tracking your progress can help you feel good about your success and can show you where you may need to make some changes if you’re not meeting your goals. Continue to use the tracking tools provided to you in the **We Can!** Try Tips to Eat Well and Move More tracking sheet, the **We Can!** Fit In Physical Activity planner, and the **We Can!** Reduce Children’s Screen Time log.
- **Be ready.** Having ideas and alternatives will help you help your family stay in energy balance. The **We Can!** Try Tips to Eat Well and Move More handout can help you be prepared. Check the **We Can!** Web site for more ideas to help you stay in energy balance.
- **Learn how to handle setbacks.** Expect to have setbacks. Setbacks usually happen to those who are overconfident and say, “it won’t happen to me!” Being committed, setting realistic goals, and being prepared with alternatives will help you handle setbacks.
- **Reward yourself.** One way to help you stay motivated is to regularly reward yourself. Choose nonfood-related rewards, such as a day at the local lake or beach or go to the park to ride bicycles, roller blade, or fly a kite. You also can buy yourself a gift to help you stay physically active, such as new work-out shoes or clothes, a ball, racket, or other piece of equipment.

## We Can! Healthy Weight Resource List

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If you want other **We Can!** ways to get your family to eat well and be more physically active, call 1-866-35-WECAN or visit the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>. The Web site is full of information about maintaining a healthy weight, nutrition, and physical activity. You can also visit the Web site for recipes, healthy tips, and additional resources.

### NATIONAL INSTITUTES OF HEALTH (NIH) <http://www.nih.gov>

- National Heart, Lung, and Blood Institute (NHLBI), <http://www.nhlbi.nih.gov>
  - **We Can!** Families Finding the Balance: A Parent Handbook  
[http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan\\_mats/parent\\_hb\\_en.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan_mats/parent_hb_en.htm)
  - ¡Nosotros Podemos! Familias Encontrando el Balance: Manual para Padres  
[http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan\\_mats/parent\\_hb\\_sp.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan_mats/parent_hb_sp.htm)
  - GO, SLOW, and WHOA refrigerator magnet  
[http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan\\_mats/magnet.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan_mats/magnet.htm)
  - **We Can!** wrist band  
[http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan\\_mats/wristband.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan_mats/wristband.htm)
  - Who Can Make It Happen? **We Can!** poster  
[http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan\\_mats/poster\\_en.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan_mats/poster_en.htm)
  - Aim For A Healthy Weight,  
[http://www.nhlbi.nih.gov/health/public/heart/obesity/lose\\_wt/index.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt/index.htm)
  - Portion Distortion Web site, <http://hp2010.nhlbihin.net/portion/>
  - Calculate Your Body Mass Index (BMI), <http://www.nhlbisupport.com/bmi/>
  - Heart-Healthy Latino Recipes,  
[http://www.nhlbi.nih.gov/health/public/heart/other/sp\\_recip.htm](http://www.nhlbi.nih.gov/health/public/heart/other/sp_recip.htm)
  - Heart-Healthy Home Cooking African American Style,  
<http://www.nhlbi.nih.gov/health/public/heart/other/chdblack/cooking.htm>
  - Your Guide to Physical Activity and Your Heart  
[http://www.nhlbi.nih.gov/health/public/heart/obesity/phy\\_active.pdf](http://www.nhlbi.nih.gov/health/public/heart/obesity/phy_active.pdf)
  - Keep the Beat Heart Healthy Recipes  
[http://www.nhlbi.nih.gov/health/public/heart/other/ktb\\_recipebk/ktb\\_recipebk.pdf](http://www.nhlbi.nih.gov/health/public/heart/other/ktb_recipebk/ktb_recipebk.pdf)
- National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), <http://www.niddk.nih.gov>
  - Weight-Control Information Network, <http://win.niddk.nih.gov/>
- *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD), <http://www.nichd.nih.gov>
  - Media-Smart Youth: Eat, Think, and Be Active!, <http://www.nichd.nih.gov/msy>
  - Milk Matters, <http://www.nichd.nih.gov/milk/>

- National Cancer Institute (NCI), [www.nci.nih.gov](http://www.nci.nih.gov)
  - Cancer Control P.L.A.N.E.T., [http://cancercontrolplanet.cancer.gov/physical\\_activity.html](http://cancercontrolplanet.cancer.gov/physical_activity.html) -

**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES (DHHS) <http://www.hhs.gov>**

- My Pyramid, <http://mypyramid.gov>
- Steps to a Healthier U.S., <http://www.smallstep.gov>
- HHS/USDA Dietary Guidelines for Americans 2005, [www.healthierus.gov/dietaryguidelines](http://www.healthierus.gov/dietaryguidelines) -
- Healthier US.Gov, <http://www.healthierus.gov/>
- Nutrition.gov, <http://www.nutrition.gov/>

**U.S. DEPARTMENT OF AGRICULTURE (USDA) PROGRAMS <http://www.usda.gov>**

- Eat Smart, Play Hard™, <http://www.fns.usda.gov/eatsmartplayhard/>

**CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC) <http://www.cdc.gov>**

- Fruits and Veggies: More Matters, - <http://fruitsandveggiesmorematters.org> -
- Frutas y Verduras, <http://www.cdc.gov/nccdphp/dnpa/frutasyverduras/index.htm>
- Overweight and Obesity, <http://www.cdc.gov/nccdphp/dnpa/obesity/index.htm> -
- Nutrition and Physical Activity, <http://www.cdc.gov/nccdphp/dnpa/>
- VERB™, <http://www.cdc.gov/youthcampaign/>
- Body Mass Index, <http://www.cdc.gov/nccdphp/dnpa/bmi/>

**U.S. FOOD AND DRUG ADMINISTRATION (FDA) <http://www.fda.gov>**

- Make Your Calories Count: Nutrition Facts Label for Healthy Weight Management, <http://www.cfsan.fda.gov/~ear/hwm/labelman.html>
- Food Label Education Tools and General Information, - <http://www.cfsan.fda.gov/~dms/lab-gen.html> -
- Consumer Nutrition and Health Information, - <http://www.cfsan.fda.gov/~dms/lab-cons.html> -
- Information about Losing Weight and Maintaining a Healthy Weight, <http://www.cfsan.fda.gov/~dms/wh-wght.html>

**PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS <http://www.fitness.gov/>**

- President's Challenge, [http://www.fitness.gov/home\\_pres\\_chall.htm](http://www.fitness.gov/home_pres_chall.htm)



## Energize our Families: Parent Program

# Certificate of Completion

Awarded to \_\_\_\_\_ for successfully completing the four-lesson **We Can!**  
(**W**ays to **E**nhance **C**hildren's **A**ctivity & **N**utrition)  
Program at the \_\_\_\_\_ Community Center.

- By completing the **We Can!** program, I promise to continue to:
- Increase the availability and accessibility of healthy foods in the home.
    - Enjoy small portions at home and at restaurants.
  - Limit the availability and accessibility in the home of sweetened beverages, high-fat foods, and energy-dense foods with low nutrient value.
    - Support and enable physical activity.
    - Support and enable reduced screen time.

Name: \_\_\_\_\_ Date: \_\_\_\_\_





**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
National Institutes of Health**

National Heart, Lung, and Blood Institute  
National Institute of Diabetes and Digestive and Kidney Diseases  
*Eunice Kennedy Shriver* National Institute of Child Health and Human Development  
National Cancer Institute

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