Let's Do Lunch

Teacher's Guide
INTRODUCTION
This Teacher’s Guide provides information to help you get the most out of Let’s Do Lunch. The contents in this guide will allow you to prepare your students before using the program and to present follow-up activities to reinforce the program’s key learning points.

The evidence is overwhelming that next to breakfast, lunch is the most important meal of the day. Yet, too many people find it easy to skip lunch. Even if you ate a big breakfast or plan to have a big dinner, skipping lunch is no way to treat your body. This program explains the mental and physical benefits of eating a nutritious lunch, and it offers suggestions on how to make lunch fast, easy, and healthy. The relationship between blood-sugar levels and metabolism is discussed.

LEARNING OBJECTIVES
After viewing the program, users will be able to:

- Identify the reasons why it’s important to eat a nutritious lunch.
- List the vitamins and nutrients essential to a balanced diet.
- Identify foods that make up a healthy lunch.
- Explain the relationship between eating, nutrition, and metabolism.
- Describe how poor eating habits contribute to serious health risks, such as diabetes, heart disease, and high cholesterol.

EDUCATIONAL STANDARDS
National Standards
This program correlates with the National Standards for Family and Consumer Sciences Education from the Family and Consumer Science Education Association and the National Health Standards from the Joint Committee on National Health Standards. The content has been aligned with the following educational standards and benchmarks from these organizations.

- Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- Evaluate the impact of science and technology on food composition, safety, and other issues.
- Evaluate factors that affect food safety, from production through consumption.
- Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- Analyze factors that influence nutrition and wellness practices across the life span.
- Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- Analyze the influence of culture, media, technology, and other factors on health.
- Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Demonstrate the ability to access valid health information and health-promoting products and services.
- Comprehend concepts related to health promotion and disease prevention.

This represents the work of the Joint Committee on National Health Education Standards. Copies of National Health Education Standards: Achieving Health Literacy can be obtained through the American School Health Association, the Association for the Advancement of Health Education, or the American Cancer Society. Reprinted with permission.

The National Standards for Family and Consumer Sciences Education, reprinted with permission.

English Language Arts Standards
The activities in this Teacher’s Guide were created in compliance with the following National Standards for the English Language Arts from the National Council of Teachers of English.

- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts.

Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English, copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.
Technology Standards
The activities in this Teacher’s Guide were created in compliance with the following National Educational Technology Standards for Students from the International Society for Technology in Education and the NETS Project.
- Students are proficient in use of technology.
- Students practice responsible use of technology systems, information, and software.
- Students understand the ethical, cultural, and societal issues related to technology.
- Students use technology tools to process data and report results.
- Students use technology to locate, evaluate, and collect information from a variety of sources.

The National Educational Technology Standards, reprinted with permission.

PROGRAM OVERVIEW
Let’s Do Lunch emphasizes the importance of eating a healthy lunch. The program discusses how proper nutrition throughout the day is vital for continued physical and mental well-being, and explains which foods contribute to good health. The benefits of a nutritious lunch are discussed, as is the relationship between eating and metabolism; eating or not eating, and its effect on weight; and the types of foods that make a healthy lunch. While not a cooking program, Let’s Do Lunch offers suggestions for mid-day meals that will keep kids energized into the evening, while providing information on balanced nutrition. Chef Dan Tobias-Kotyk, the resident chef for Kids’ Café, and an ensemble cast show quick, healthful foods that teens can pack for lunch and snacks. Interviews with nutrition, sports performance, and health experts underscore key messages.

MAIN TOPICS
Topic 1: Why Should We Eat Lunch?
The program begins with a powerful message about the importance of eating lunch. Eating lunch provides the body with energy which is essential in physical and mental performance, and in controlling weight.

Topic 2: What People Eat
Although junk food and fast food are convenient and quite tasty, they do not provide the body with essential vitamins and nutrients. Poor eating habits can lead to diabetes and high cholesterol. Definitions of the different kinds of fat and cholesterol provide viewers with a clear understanding of how these substances affect the body.

Topic 3: Nutrients
There are six nutrients essential for good health—carbohydrates, proteins, fats, vitamins and minerals, fiber, and water. This section reviews each of these nutrients and explains how each one helps to keep a body healthy.

Topic 4: Making Lunch Exciting
A healthy lunch doesn’t have to be difficult to prepare or boring to eat. Chef Dan works with young adults to create healthy, fun lunches that can be easily prepared the night before.

Topic 5: The Food Pyramid
The program concludes with instructions on how to use the Food Guide Pyramid to balance food selections for lunch and every meal.

FAST FACTS
- The number of overweight teens in the United States has nearly tripled in the last two decades.
- Sustained mental work like taking a test or concentrating on learning something new in class requires a supply of energy to the brain.
- Eating regular, healthy meals and snacks helps control weight, not increase it.
- Skipping meals lowers your metabolism.
- In the last ten years, the number of people diagnosed with diabetes has increased more than 60%; this number is expected to more than double by 2050.
- Up to 95% of diagnosed diabetes is type 2, also called “adult onset diabetes” because it most often appears after age 40.
- Type 2 diabetes is directly linked to obesity and physical inactivity.
- Diabetes can cause heart disease, blindness, stroke, kidney failure, and amputation of the toe, foot, and leg.
- Low density lipoprotein (LDL) cholesterol can lead to blocked arteries and heart disease.
- High density lipoprotein (HDL) cholesterol helps keep arteries clean.
- Trans-fat is created when liquid cooking oils are converted to solid fats like shortening.
- Monounsaturated and polyunsaturated fats can help reduce your LDL cholesterol.
Monounsaturated and polyunsaturated fats are found in plant oils such as olive, canola, flaxseed, safflower, sunflower, and corn, and in fatty fish such as salmon and tuna.

Insulin is produced by the body to clear sugar out of the blood.

According to a study by Harvard Medical School, high school girls who regularly consumed soft drinks were three to five times more likely to suffer broken bones than those who avoided soft drinks.

50-60% of bone calcium is laid down during the teenage years.

Bodies need six different nutrients to stay healthy: carbohydrates, proteins, fats, vitamins and minerals, fiber, and water.

Fiber is the non-digestible part of plant foods that we eat.

Water is involved in every body process and function including digestion, respiration, circulation, metabolism, and the elimination of waste.

**VOCABULARY TERMS**

**antioxidants:** A substance, such as vitamin E, vitamin C, or beta carotene, thought to slow the aging process and to protect against cancer, heart disease, cataracts, and other degenerative diseases; antioxidants prevent the spoilage of oils and processed foods.

**cholesterol:** A waxy fat that is present in all human beings. It is carried through the bloodstream by certain proteins known as lipoproteins.

**complex carbohydrates:** Starches that provide bodies a sustainable energy source by changing to glucose and entering the blood stream slowly over a long period of time.

**fiber:** Coarse plant matter which helps prevent constipation and which may reduce the risk of colon cancer.

**HDL:** High density lipoprotein; the “good” cholesterol which keeps arteries clean.

**LDL:** Low density lipoprotein; the “bad” cholesterol which leads to blocked arteries and heart disease.

**minerals:** Elements such as calcium, iron, potassium, sodium, or zinc that help to build strong bones and teeth, and which work with vitamins and enzymes to carry out metabolic processes, maintain the proper balance of body fluids and chemicals, and promote the proper function of most body systems.

**RDA:** See RDIs.

**RDIs:** (Reference Daily Intakes): A set of dietary references based on the Recommended Dietary Allowances for essential vitamins and minerals and, in selected groups, protein. The name “RDI” replaces the term “U.S. RDA.”

**trans-fat:** The kind of fat that is created when liquid cooking oils are converted to solid fats such as shortening; trans-fat is converted to LDL cholesterol.

**type 2 diabetes:** The type of diabetes that results from the pancreas not making enough insulin to control sugar levels or not properly using the insulin it does make. Type 2 diabetes can sometimes be managed with exercise and a proper diet. Ninety percent of all people with diabetes have type 2.

**vitamins:** Substances essential to the body’s growth, activity, ability to conserve energy, and many other metabolic functions; vitamins cure or prevent deficiency diseases such as scurvy and rickets.

**PRE-PROGRAM DISCUSSION QUESTIONS**

1. What are some excuses people give for skipping lunch?

2. Which foods are the most filling and the best-tasting for lunch? How nutritious are they?

3. What is your favorite meal of the day? Why?

4. How does your schedule affect what you eat for lunch, and whether or not you eat lunch?

5. How do you keep track of the amount of fat, calories, cholesterol, vitamins, nutrients, and water you consume during the day?
POST-PROGRAM DISCUSSION QUESTIONS

1. How does your body react when you skip lunch? When you eat lunch?

2. Which do you think is better for you—skipping lunch, or eating a meal that is unhealthy (e.g., fried fast food)? Justify your answer with information you learned from the program.

3. What advice would you give a friend who said they were skipping lunch because they were trying to lose weight? Explain why lunch is important.

4. Why would someone suddenly feel famished around 3:00 in the afternoon and crave a candy bar?

5. What health risks are associated with poor exercise and eating habits? Why do you think there has been an increase in these illnesses in recent years?

GROUP ACTIVITIES

Lunch Date
Everyone loves having lunch plans. Get your students into the habit of not only eating lunch, but eating a nutritious lunch. Divide the class into groups of four, and have each group make plans for lunch in the cafeteria. Students should discuss menu options with each other to help make nutritious selections. If your school does not have a cafeteria, then each student in the group can bring a nutritious food item to share with the other members.

Continue these group lunches for one week, but have students make lunch plans with a different group each day of the week. Their social calendars will be full for the week and all of the students will have eaten five healthy lunches. The following week have a class discussion about the types of foods students ate, and whether their eating habits affected how they felt in the afternoon.

Chef Dan’s Footsteps
Follow in the footsteps of Chef Dan and his students—come up with fast and easy pack-able lunches. Divide the class into small groups. Have each group create their own unique, yet healthy lunch that can be easily prepared, stored, and transported. Foods used for the meals should not have to be refrigerated.

INDIVIDUAL STUDENT PROJECTS

What’s Eating Them?
Send students to the cafeteria on a secret mission to observe the eating habits of their fellow schoolmates. Each student should observe at least ten students. Have them keep track of the food choices these students make on a daily basis. Are they eating a well-balanced lunch? How many of them skip lunch?

Have each student come up with a lunch campaign to encourage students to eat healthy lunches every day. Students can make posters, write a jingle, or create an advertisement to get their messages across. Display the ads and posters around the school or in the cafeteria to educate other students about the benefits of eating a healthy lunch.

Cafeteria Report Card
Have students evaluate the lunch program at your school. Students should keep track of the types of foods offered at lunch time for one week. Students should consider the nutritional value of each item and rate the food using the following grading scale:

A = healthy all the way
B = low-fat version of a high-fat food
C = best option compared to everything else being offered
D = artery-clogging; health risk
F = nothing good about it

Remind students to grade beverages as well (soda, milk, fruit juice, water, etc.).

INTERNET ACTIVITIES

In or Out of the Zone?
Research different fad diets using the Internet. Make a list of which foods are and are not allowed for each diet. Assign a different diet to different groups of students. Have each group of students determine whether or not the diet is nutritionally sound.
1. Poor eating and exercise habits have led to an increase in which of the following health problems?
   a) Type 2 diabetes
   b) Osteoporosis
   c) Heart disease
   d) Being overweight
   e) All of the above

2. Feeding your body at lunch time can be compared to:
   a) fueling a car for a long trip
   b) changing a flat tire
   c) getting a car washed
   d) replacing the oil filter

3. Skipping lunch causes a person’s blood sugar level to ______________.

4. How does eating a healthy lunch help you to lose weight?

5. True or False: Teenagers don’t have to worry about their eating habits now if they feel healthy.

6. All of the following are possible side effects of diabetes **EXCEPT**:
   a) heart disease
   b) blindness
   c) arm amputations
   d) leg amputations

7. ______ density lipoprotein can block arteries and lead to heart disease, while ______ density lipoprotein helps keep arteries clean.
   a) High, low
   b) Low, high
   c) Low, thick
   d) High, thick

8. Found in animal products, ______ can raise the level of both good and bad cholesterol.
   a) saturated fat
   b) trans-fat
   c) monounsaturated fat
   d) polyunsaturated fat

9. What is the difference between saturated fat and trans-fat in the body?

10. True or False: Drinking carbonated soft drinks can lead to osteoporosis.
ANSWER KEY

1. Poor eating and exercise habits have led to an increase in which of the following health problems?
   a) Type 2 diabetes
   b) Osteoporosis
   c) Heart disease
   d) Being overweight
   e) All of the above
A. e  
Notes: Today, people are eating more than ever — more fat, more calories, and more processed foods — but people don’t eat enough of the foods that are healthy. This has led to an increase in type 2 diabetes, osteoporosis, heart disease, and obesity.

2. Feeding your body at lunch time can be compared to:
   a) fueling a car for a long trip
   b) changing a flat tire
   c) getting a car washed
   d) replacing the oil filter
A. a  
Notes: Your body needs food for energy just like a car needs fuel in order to make it go. You wouldn’t get very far on an all-day trip if you didn’t stop and refuel your car. The same is true for your body.

3. Skipping lunch causes a person’s blood sugar level to ___________.
A. drop  
Notes: Skipping lunch causes a reduction in blood sugar throughout the afternoon. If your blood sugar is low, you won’t have as much energy to concentrate on other things, such as school-work.

4. How does eating a healthy lunch help you to lose weight?
A. Eating a balanced lunch helps curb your appetite all afternoon and into the evening. When you don’t eat lunch, by mid-afternoon your energy stores are exhausted. You may feel tired, drained, and ravenously hungry — increasing the risk of overeating and indulging in unhealthy foods.

5. True or False: Teenagers don’t have to worry about their eating habits now if they feel healthy.
A. False  
Notes: New evidence indicates that our country is at the beginning of a diabetes epidemic linked to our increasingly overweight population. In the last ten years the number of people diagnosed with diabetes has increased more than 60%, and this number is expected to double by 2050.

6. All of the following are possible side effects of diabetes EXCEPT:
   a) heart disease
   b) blindness
   c) arm amputations
   d) leg amputations
A. c  
Notes: Diabetes can cause heart disease, blindness, stroke, kidney failure, and amputations of the toe, foot, and leg.

7. _____ density lipoprotein can block arteries and lead to heart disease, while _____ density lipoprotein helps keep arteries clean.
   a) High, low
   b) Low, high
   c) Low, thick
   d) High, thick
A. b  
Notes: There are two kinds of cholesterol: LDL, or low density lipoprotein (“lousy” cholesterol), which can lead to heart disease; and HDL, or high density lipoprotein (“happy” cholesterol), which helps keep arteries clean.
8. Found in animal products, _____ can raise the level of both good and bad cholesterol.
   a) saturated fat  
   b) trans-fat  
   c) monounsaturated fat  
   d) polyunsaturated fat  
   A. a  
   Notes: Too much saturated fat can raise the level of both good (HDL) and bad (LDL) cholesterol, but it can still clog arteries and lead to heart disease.

9. What is the difference between saturated fat and trans-fat in the body?
   A. Saturated fat can help raise the levels of both good and bad cholesterol. Trans-fat adds artery-clogging LDL cholesterol to your system but it doesn’t provide any good HDL cholesterol.

10. True or False: Drinking carbonated soft drinks can lead to osteoporosis.
    A. True  
    Notes: Carbonated soft drinks can erode bone strength and density, especially when soft drinks replace milk at mealtimes. Soft drinks contain sugar, carbonic acid, phosphoric acid, and caffeine. These four substances accelerate the rate at which calcium and other bone minerals are leached from the body.
ADDITIONAL RESOURCES
Healthy School Lunch Campaign
www.healthyschoollunches.org

Fruits & Veggies: More Matters
www.fruitsandveggiesmorematters.org

Smart Mouth
www.smartmouth.org

About Produce
www.aboutproduce.com

American Dietetic Association
www.eatright.org

Nutrition.gov
www.nutrition.gov


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The Carb Controversy: What Are the Facts?
• VHS/DVD
• Video worksheet and teacher’s key included
• Item # 33942
In this video, two friends have lunch together, but eat entirely different meals. One is on a low-carb diet—she thinks bread is the enemy. The other is on the track team—which has a pasta party to carb-load the night before every meet. This video cuts through the hype and looks at the facts about carbs and how they work in our bodies. Not available for preview. (18 minutes) © 2005.

The Healthy Palate
• DVD
• Item # 36121
In this program, chefs, nutritionists, and researchers at The Culinary Institute of America take a fresh look at how to prepare food that’s both healthy and flavorful. Drawing on information from the Harvard School of Public Health, the USDA, and the Mediterranean diet, the program covers proteins, phytonutrients, good and bad fats, carb sources and grain substitutions, and how the body turns food into fuel. Cooking demonstrations are included. Not available for preview. (2 hours) © 2005.

Food Labels: Misleading Due to Misreading
• VHS/DVD
• Preview clip online (search on 35368)
• Closed captioned
• Correlates to educational standards
• Item # 35368
Does anyone really eat a sliver of a muffin or a fraction of a pickle? In this brief ABC News segment, John Stossel blasts counterintuitive food labels that calculate fat, carbs, sodium, and other essential nutritional information based on a serving size that is unrealistically smaller than the unit size. A surefire discussion-starter for any course involving nutrition. (5 minutes) © 2005.

Obesity in a Bottle
• VHS/DVD
• Includes Worksheet
• Item # 36281
A soda or sugary juice drink—that’s how many teenagers satisfy thirst. Help them make healthier choices with this entertaining, information-packed video. It uses a fast-paced, teen-friendly format to address the enormous role that beverages play in America’s obesity problem. Topics covered include the effect of beverages on weight gain, beverage size, the dangers of both regular and diet sodas, a comparison of sports and energy drinks, a nutritional breakdown of other popular beverages, and the benefits of drinking water. Diabetes is also studied. A worksheet is included. The DVD version has burned-in English subtitles. Not available for preview. (20 minutes) © 2006.
All About Fat
• VHS/DVD
• Item # 37400
This video helps teachers and students sort through fat-related terms and concepts while building strategies for reducing the amount of dangerous fats in meals. Offering straightforward guidance on calories, cholesterol, triglycerides, and omega-3 and omega-6 fatty acids, the program also discusses the benefits of fish over other meats and soft or tub margarine over hardened margarine and butter. Specific meal preparation tips will show viewers the path toward health-conscious cooking and eating. Not available for preview. (19 minutes) © 2007.

My Pyramid, The New Food Pyramid
• 3-piece set includes VHS or DVD, 18”x24” laminated poster, and PowerPoint® presentation on Windows/Mac CD-ROM
• Items also available separately (except poster)
• Preview clip online at www.films.com (search on 35058)
• Viewable/printable teacher’s guide online
• Correlates to National Health Education Standards for Achieving Health Literacy
• Item # 35058
Use this three-piece set to get a handle on the USDA’s new nutrition model! Covers all of the government’s 2005 food and fitness recommendations.

The New Food Pyramid (VHS or DVD)
When it comes to nutrition today, one size doesn’t fit all. That’s why the USDA created MyPyramid, a food guidance system that emphasizes a more individualized approach to improving diet and overall physical fitness. After watching this video, your students will have a clear understanding of the food pyramid’s history, the six themes incorporated into the MyPyramid system, the main components of MyPyramid, and how people like themselves can make this updated food pyramid a part of their life. Solid information delivered by nutrition experts from Princeton University and elsewhere and supported by onscreen diagrams, lists, and fun facts make The New Food Pyramid an indispensable part of any health-related video collection. A Meridian Production. Recommended for grades 7-12. (22 minutes) © 2006.

MyPyramid Poster
Use this laminated MyPyramid poster to show learners the new way to look at healthy eating and activity. The front explains what the MyPyramid symbol means and sets general guidelines for how much to eat from each food group. And because MyPyramid is part of a system that emphasizes an individualized approach to improving diet and lifestyle, there’s also a letter-size reproducible chart on the back that allows students to customize those guidelines based on their gender, age, and activity level. One 18” x 24” poster. © 2005.

MyPyramid Educator’s PowerPoint®
New guidelines, new pyramid! This PowerPoint® presentation will bring educators up to speed on MyPyramid without delay. Whether you show it onscreen or print it out on overheads, it’ll help viewers understand the system faster than you can say “Steps to a healthier you!” Concepts, symbolism, and dietary recommendations are all covered. Windows/Macintosh hybrid CD-ROM. © 2005.

Nutrients: Their Interactions
• VHS/DVD
• Preview clip online (search on 32134)
• Closed captioned
• Correlates to National Science Education Standards and National Health Education Standards
• Viewable/printable teacher’s guide and related resources online
• Recommended by Educational Media Reviews Online
• Item # 32134
If taste were a reliable guide to a nutritious diet, candy and soda would be two food groups vital to good health—but it’s not. That’s why this video takes a scientific look at dietary nutrients, explaining what they are, why the body needs them, and how they work with each other to produce energy, stimulate growth, repair and maintain hard and soft tissues, and regulate bodily processes. Metabolism, energy yield from different food types, the composition and role of blood, key vitamins and minerals, dietary fiber, and recommended daily allowances are only a few of the topics covered in this detailed overview of the biochemistry of nutrition. The impact of nutritional deficiencies on short- and long-term health is also discussed. A Meridian Production. (21 minutes) © 2004.
The ABCs of Vitamins
• VHS/DVD
• Preview clip online (search on 30908)
• Closed captioned
• Correlates to educational standards
• Viewable/printable teacher’s guide online
• “Basic information, clearly presented, comes from savvy dieticians and a nutrition and exercise consultant ... can be used to introduce the topic in health, sports, or cooking classes.” — School Library Journal
• Item # 30908
This program offers a balanced overview of vitamins and minerals—what they are, why they are so important, and who really needs to take supplements. Experts discuss what happens when there is a deficiency of one of these nutrients, as well as the dangers of mega-dosing. Lively pop-up graphics support each topic by providing interesting, often surprising facts. A Cambridge Educational Production. (24 minutes) © 2003.

Diet and Disease in Modern Society
• VHS/DVD
• Preview clip online (search on 32133)
• Closed captioned
• Correlates to the National Health Education Standards and the National Standards for Family and Consumer Sciences Education
• Viewable/printable teacher’s guide and related resources online
• Recommended by Educational Media Reviews Online
• Item # 32133
What’s so bad about saturated fat, and what makes fiber so good? In a society where convenience foods rule and obesity is a national epidemic, it’s time to find out. This video investigates the relationship between diet and a number of frequently interrelated diseases and conditions, including heart attack, stroke, high blood pressure, hardening of the arteries, obesity, Type 2 diabetes, and cancer. Topics include high- and low-density lipoproteins; saturated, monounsaturated, and polyunsaturated fats; soluble and insoluble fiber; electrolyte minerals; antioxidants and free radicals; the effects of smoking and alcohol consumption; Disability-Adjusted Life Years; and the Body Mass Index. A Meridian Production. (36 minutes) © 2004