

BE FUELED LESSON OUTLINES

Session 1--Getting started with nutrition

Session objectives:

At this session, participants will:

- 1) Identify the benefits of healthy eating.
- 2) Increase knowledge around weight management.
- 3) Discuss the ineffectiveness of the diet cycle compared to healthy eating by watching portion sizes and listening to hunger cues.

Related New Moves goals:

Avoid unhealthy weight control practices.

Pay attention to portion size and to your body's signs of hunger and fullness

Materials and supplies needed:

Post-It Notes

Portion Distortion slides (can be found at New Moves online: www.newmovesonline.com)

Prep

Set up computer and screen for portion distortion website

Girl Pages references

Pages 10-17

Welcome and agenda

“This is the Be Fueled portion of New Moves. We will be discussing and doing activities in relation to making healthy choices and discovering how to find balance in your eating habits. We encourage you to think about what you might like to be working on over the next few weeks as far as your own eating habits. Today we are going to talk about what New Moves Be Fueled is about, the benefits of healthy eating, energy balance and the ‘diet cycle’. Does this sound o.k.?”

Discussion/Activities

“New Moves Be Fueled is about enjoying food, making gradual changes, eating breakfast, paying attention to your body's hunger and fullness cues and feeding your body fruits and vegetables every day. These are the main messages that we will be talking about over the next few months. However before we try to absorb all those items, it's important to think about why we are talking about healthy eating?”

1. Why is healthy eating important for teens? (Girl Pages pg. 12)

Ask girls why they think healthy eating is important? Discuss and review pg. 12.

- Feel better, more energy
- Helps keep you at a healthy weight (without dieting)
- Improves your moods
- Means no more dieting
- Perform better in school and sports
- Disease prevention

2. Energy Balance/Portion size: (Girl Pages pg. 13)

Facilitate a discussion on energy balance:

- What does energy balance mean? (Energy in = energy out)
- Why do you think it might be hard for people to maintain energy balance?
- What strategies have you used or could you use to maintain balance?
 - Be more active
 - By generally spending more time up and moving
 - By limiting screen time (watching TV or on the computer)
 - Choosing an aerobic activity that is more intense (See “Be Fit Aerobic Intensity Guide”, section1, page 5)
 - By limiting foods which are very high in calories/energy like chips, pop, and oils.
 - By eating foods that are more filling, such as high fiber foods, i.e., fruits, veggies and whole grains.
 - By having larger portions of foods which are low in calories/energy and rich in nutrients – fruits and vegetables, low fat yogurts.
 - By planning healthy snacks.
 - Paying attention to portion sizes.
 - Choose nutrient dense foods instead of calorie dense foods that are low in nutrients.

3. The Diet Cycle: (Girl Pages pg. 14)

“Now that we’ve talked about why healthy eating is important, let’s spend a little time discussing diets and dieting.”

Review the diet cycle (pg. 14)

- Ask for girls to share any thoughts about the diet cycle. Does it make sense? Do they know anyone that has experienced that before?

In small groups or individually have girls answer the following questions.

- What do you think of when you hear the word diet? (refer to definition on p. 15 when discussing)
- If you or someone you know has been on a diet...how did they feel? How did they act? Did they seem happy?
 - Discussion points—feel tired, irritable, hungry, acted angry, easily annoyed, cranky, usually doesn’t seem happy
- True or False: Most people who lose weight on diets are able to keep the weight off for good. (refer to News Flash on p. 14 as well as the diet cycle)

“Bottom line is that diets don’t work when it comes to losing or maintaining weight. So what does work? Making behavior changes that you can stick with like watching your portion sizes and listening to your body for when it’s hungry and full.”

4. Other factors to consider: Hunger, satiety and portion sizes (Girl Page pg. 141)

“One of the best ways to keep yourself in balance when it comes to food is to listen to your body. Our bodies are smart and if we listen to them we can usually stay in pretty good balance. This means eating when you are hungry and stopping when you are full.”

- Review hunger/satiety scale p. 141
 - How can you use this scale?

Portion Size

“In addition to listening to your body’s hunger and fullness cues it is also important to pay attention to portion sizes. Eating a lot of energy dense foods (even in small amounts) and not enough lower energy foods can often make it harder to stay in balance.”

“Twenty years ago you could have ½ a bagel with cream cheese and a banana for breakfast, a turkey sandwich, chips, and an apple for lunch, spaghetti and meatballs and salad for dinner, and two cookies and a glass of skim milk for dessert, plus walk for 30-45 minutes and be able to stay balanced. But if you had the same thing today, to stay in balance you would likely have to walk for 2 hours!”

- The caloric value of the same foods today is almost twice that of twenty years ago. Twenty years ago we could eat all of that and it would only be 1800 calories, but today if we ate all of that we would be eating almost 3500 calories!

Show the Portion Distortion Quiz from the National Heart, Blood and Lung Institute website:

<http://hp2010.nhlbihin.net/portion>

- Show Portion Distortion Slides if you choose
- What do you think about the change in portions?
- How do you know what a serving size really is?
 - deck of cards (3 ounces) = meat, poultry or fish
 - film canister (2 tablespoons) = salad dressing, peanut butter, sauces
 - tennis ball (1 cup) = medium fruit, dry cereal, raw, leafy vegetables
 - computer mouse (1/2 cup) = pasta, vegetables, fruit
 - CD = 1 pancake/slice of bread

6. Good to Know and Give it a Try (Girl Pages pg. 16-17)

- “Check out the ‘Good to know’ and ‘Give it a Try’ sections when thinking about your commitment to change”.

Commit to Change (Girl Pages pg. 17)

Choose 2 of the actions you think you could make. On a scale of 1-10, 1 being not at all easy and 10 being very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes.”

Session 2– Aaahhh, refreshing water

Session objectives:

At this session, participants will:

- 1) Identify reasons for drinking more water and limiting pop.
- 2) Determine the amount of sugar in regular pop and other sugar-sweetened beverages.
- 3) Discuss alternatives to pop and sample various options.

Related New Moves goal:

Choose water or low-cal drinks instead of soda and sweetened beverages

Materials and supplies needed:

Can of pop (12 ounces), Bottle of pop (20 ounces), Big Gulp (40 ounces), Kool-Aid™ (12 ounces), Vitamin Water™ (20 ounces), Sports drink (20 ounces)

Sugar cubes 1 box =198 cubes

Calculators (4)

Water bottles (optional)

Water and cups for sampling

Individual sugar-free drink packages in variety of flavors

Sliced fresh lemons and limes (optional)

Prep

Create stations for the sugar cube activity.

Cut up fruits for the sampling activity.

Set out a pitcher of water or cups of water for sampling.

Girl Pages references

Pages 28-31

Welcome and agenda

“Today we are going to talk about water and how much our bodies crave it each day for hydration, to quench our thirst and to fill us up. One of our New Moves goals is to choose water instead of pop or other sugary drinks so we’ll be doing an activity that will help you understand why drinking water and limiting pop is important. We’ll also discuss some simple ways that you can increase your water intake.”

Check-in

Check in with what was discussed in the previous lesson about energy balance, portion sizes, and the diet cycle.

Discussion/Activities

1. Choosing water

The New Moves goal is to choose water or low calorie drinks instead of pop and other sweetened beverages when you can.

- Why do you think we encourage you to drink water instead of pop or drinks like Kool-Aid™?

- Non-diet pop and sweetened fruit drinks provide very little nutrition, if any, but often provide a lot of calories without filling you up.
- What are the benefits of drinking water?
 - Improved energy, better performance in school/sports/theater/etc., keep skin looking healthy, shiny hair, fewer headaches.

2. Measuring sugar in beverages (Girl Pages pg. 29 and correlating page in worksheet package)

- Let's take a look at the amount of sugar and calories in some beverages that we drink. After the activity we'll come back together as a group and discuss what you found.
 - Set up multiple stations around the room with examples of various sizes of sugar sweetened beverages.
 - Have girls rotate through the stations recording the grams of sugar in each beverage.
 - Girls should read the Food label and determine how many grams of sugar (carbohydrate) and how many calories are in the entire beverage.
 - Girls will then calculate the number of sugar cubes in each beverage **1 cube = 4 grams of sugar.**
 - Once everyone is finished ask for volunteers to count out the number of sugar cubes in each of the beverages.

Discuss with large group

- What do you think about the amount of sugar in some of the drinks?
- What about the number of calories?
- Does the amount of sugar or calories in any of these drinks surprise you?
- Is it something that you think you need to pay attention to? Why or why not?

Drink	Kcal	Sugar (grams)	Sugar cubes
Can of pop (12 oz)	143	40	10
Bottle of pop (20 oz)	239	67	17
Big Gulp (44 oz)	534	149	37
Kool-Aid™ (12 oz)	91	24	6
Sports Drink (20 oz)	125	35	9
Vitamin Water™ (20 oz)	125	33	8

Did you know:

- The amount of sugar in a 20 ounce soda is about equal to the amount in a bag of Skittles. (would you eat 3 bags of Skittles in one day?)
- Sugary drinks provide extra calories without any extra nutrition.
 - Drinking two 20 ounce bottles of regular soda a day has about the same calories as an entire meal.
 - One bottle (20 oz) of Vitamin Water™ has more calories, but less nutrition than skim milk.
- As a frame of reference: a snack of an apple and string cheese has 150 calories, 14 grams of sugar, and 3 grams of fiber.
- Teens that had been drinking 40 or more ounces of pop a day and cut down to 12 or fewer ounces a day saw their weight decrease in a couple of months even without making any other changes.

Not quite ready to give up sugary drinks completely? Try thinking of them like a dessert and not as something to drink with each meal or all throughout the day. That way you can still enjoy them, but not go overboard.

3. Water Discussion

What do you think about drinking more water and fewer sugary drinks?

- As a large group discuss the following questions:
 - What makes drinking water challenging?
 - What is your experience with substituting water or non-calorie drinks for regular pop and sweetened beverages? Was it easy or hard?
 - Where can you substitute?
 - What are some strategies you can use to increase your water consumption?
 - Is juice a good replacement for pop/Kool-Aid™?
 - While juice does have more nutrients than pop or Kool-Aid™ you still need to watch how much you drink. Drinking too much juice can easily push your energy balance in the wrong direction.
 - Try to keep your juice intake to around 8 ounces a day, but if the only options are juice or pop...pick the juice.

4. Taste testing

Pass out water bottles (if available) or cups of water

- Sample water with lemon and lime slices and sugar-free drink packets.
- Ask each girl to name one way they can increase their water intake and/or substitute water for sugary drinks. After they answer each girl receives a sample of a sugar-free drink packet.

Commit to Change (Girl Pages pg. 31)

Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes”.

Session 3– Breakfast essentials

Session objectives:

At this session, participants will:

- 1) Identify reasons for eating breakfast regularly.
- 2) Discuss strategies on how to make eating breakfast easier.
- 3) Explore possible breakfast options when in a hurry and when there is no time to prep.

Related New Moves goal:

Eat breakfast everyday.

Materials and supplies needed:

Variety of breakfast bars (1 bar for every 3-4 girls to taste test)
Variety of fresh fruit (oranges, bananas, apples, pears, etc)--1 per girl
Napkins

Prep:

Cut breakfast bars into pieces for samples
Save the boxes or nutrition labels
Wash fruit

Girl Pages references

Pages 51-57

Welcome and agenda

“Today we will be talking about breakfast, why it’s important, how often you are eating breakfast, and ways to make it easier to eat breakfast. We’ll also sample some possible breakfast options for busy days”.

Check-in

Check in with last week’s discussion about water. Ask girls to share success stories in increasing water consumption and/or decreasing sugary beverage consumption.

Discussion/Activities

1. Importance of breakfast (Girl Pages pg. 51)

One of the New Moves goals is to eat breakfast every day. Why is eating breakfast important? (refer to the Girl Pages pg. 51)

- More energy, less tired, less crabby in the morning
- Less likely to overeat at lunch
- Be more alert and do better in school
- More likely to be at a healthy weight
- More energy for physical activity (especially if you have New Moves/PE in the morning)

2. Challenges to eating breakfast

Have girls break into small groups. As a group ask girls to answer and discuss the following questions:

- Many teens skip breakfast, why do you think this is?
- What makes it challenging for teens to eat breakfast?
- Go around to each group and have girls share one challenge to eating breakfast they came up with. Write ideas on whiteboard/chalkboard.
- Have each group pick one challenge and then brainstorm strategies they could use to overcome this challenge.
 - Encourage girls to look through the Girl Pages for ideas.
- Review the strategies they came up with for each challenge as a large group.

2. Breakfast bars and taste-testing

Instructions:

- Pass out breakfast bar boxes in small groups.
- Have each group look at the label and determine what the serving size is, how many calories are in it, how much sugar is in it, and how much fiber it has.
 - Things to look at on label:
 - Serving size—do 2 come in a package and only 1 is a serving?
 - Calories—aim for something between 200-400 calories to fill you up and not leave you hungry an hour later. You don't need to count calories though. Be sure to listen to your body and eat when you are hungry and stop when you are full.
 - Sugar—look for foods with added sugars in the single digits.
 - Fiber—this helps keep you full so look for foods that have at least 3 grams of fiber per serving.
- Each group presents what they've found and information is written on white board.
- Girls record information on pg. 53 of the Girl Pages. There is an optional worksheet for girls to plan breakfast ideas for a week that you can also use if desired and time permits.
- Have participants sample each bar and select a piece of fruit that they might pair it with for a quick breakfast.

Commit to Change (Girl Pages pg 56-57)

Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes".

Session 4– Fruit and veggie explosion

Session objectives:

At this session, participants will:

- 1) Learn why it is important to eat fruits and vegetables.
- 2) Identify ways to increase fruit and vegetable intake.

Related New Moves goals:

Choose fruits and vegetables for snacks; eat at least 5 a day.

Materials and supplies needed:

“Fact or Fiction?” question sheet (found at end of lesson and at www.newmovesonline.com)

Girl Pages references

Pages 70-73

Welcome and agenda

“Today we will be talking about fruits and vegetables, what a serving of fruits and vegetables is, practice making healthy and economical choices at the grocery store and discuss ways to add more fruits and vegetables to our healthy eating plan. Does this sound o.k.?”

Check-in

Check in with what was discussed in the previous lesson on breakfast.

Discussion/Activities

1. What’s a serving? (Girl Pages pg. 70)

- What is a serving? [1/2 cup is one serving; medium piece of fruit; ¼ cup dried, 1 cup raw lettuce]
- Think about a typical day. How many servings of fruits and veggies do you get?
 - Have girls write down what they might eat on a typical school day and then count how many servings of f/v they usually eat.
 - How can you increase your f/v servings? Can you get 5-9 servings a day? Have girls alter their typical intake to increase their f/v servings as much as they can.
 - Encourage girls to focus on whole f/v and limit 100% juices to 8 ounces a day.
 - Look at all meals and snacks.
 - Ask girls to share their ideas and facilitate a discussion of ways to increase intake.

2. Cost of fruits and vegetables (Girl Pages pg. 71)

One barrier to eating more fruits and vegetables is often the cost, and many believe that eating healthy will cost more. Let’s take a closer look at this.

Look at pg.71 and compare the foods in each of the lists.

- Any surprises of what you can buy for \$20? Discuss how girls feel about being able to purchase fruits and vegetables at the store vs. buying less healthy foods.

Commit to Change: (Girl Pages pg. 72-73)

Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes.”

Session 5– Good for you snacks

Session objectives:

At this session, participants will:

- 1) Learn how to recognize hunger and satiety cues.
- 2) Identify healthy snacks in a variety of situations (at home, out with friends, when shopping, etc.).
- 3) Brainstorm ideas for healthy snacks.

Related New Moves goals:

Choose fruits and vegetables for snacks; eat at least 5 a day.

Pay attention to portion size and to your body's signs of hunger and fullness.

Materials and supplies needed:

Various sizes of regular and baked potato chips (1 oz bags, Big Grab, family size, etc.)

Prep:

If desired, empty chip bags and laminate.

Girl Pages references

Pages 82-87

Welcome and agenda

“Today we will be talking about snacks, detecting when you are hungry, making healthy choices, and discussing energy balance and portion sizes of popular snacks. Does this sound o.k.?”

Check-in

Check in with what was discussed in the previous lesson; fruits and vegetables.

Discussion/Activities

1. Facilitate a brief discussion about snacking. Ask:

- How many of you have snacks regularly?
- How do you decide if you are going to have a snack? (Detect if you are hungry)
 - What cues does your body give you when you are hungry?
 - What cues does your body give when you are full?
 - Review hunger/satiety scale (Girl Pages pg. 141)
 - If you aren't hungry find something else to do—call a friend, go for a walk, etc.
- What is the difference between a meal and a snack?
 - A snack should include 1-2 food groups, but a meal will usually have at least three food groups.
 - Snacks typically shouldn't be more than 300 calories, and most snacks should be between 100-200 calories. Remember to listen to your body though. If you are less hungry than normal have less.

2. What do teens snack on?

- In small groups have girls generate a list of foods that teens commonly snack on.

- Next, have girls go through the list and identify the snacks that they consider to be healthy versus those they consider to be unhealthy.
- Come back together as a big group and ask girls to share what healthy and unhealthy snacks they came up with.
 - Write these on the board.
- Ask girls:
 - What makes a snack healthy or unhealthy?
 - What makes finding a healthy snack challenging?
 - What strategies have you used or could you use to eat healthy snacks when you are at home or away from home?
 - Pay attention to portion size, share, split or save some for later.

3. The choice is yours: (Girl Pages pg. 82)

“Knowing what is a better snack choice, or not, is sometimes a challenge. The food industry is helpful (or not so helpful) by providing us with many options, they also provide a nutrition label so that we can make a choice based on this information. All foods can fit, however as we have talked about some foods provide more calories than others and therefore require more energy expenditure to maintain a balance. Take for example a variety of kinds and sizes of potato chips.”

Pass around packages of chips (regular and baked) to small groups (1 oz bags, Big Grab, family size, etc).

- Have participants read the label on each bag and write down the calories per serving, servings per container, and then figure the total calories per bag.
- Have girls calculate the minutes of walking needed to use the energy in each bag of chips (20 minutes of brisk walking = 100 calories)
- Have groups report findings back to large group and write these on the board.
- Ask girls what they think of this information.
- Facilitate a discussion about energy balance including:
 - How much you eat should be balanced with how much you exercise.
 - Keep the balance and eat when you are hungry and stop when you are full.
 - Listen to your body and pay attention to your portion sizes in order to maintain balance.
 - Portion size matters
 - Have smaller portions of higher calorie/higher fat foods (chips, cheese, etc.)
 - Fill up on lower calorie, nutrient dense foods like fruits and vegetables.

4. Plan for the Week

Based on the discussion about finding healthy snack options, have participants identify snacks that would work for them, using Girl Pages pg. 84-85 ‘grab and go’ and ‘take time to prep’ ideas as a guide. Write this or circle the ideas in their workbook. If time, participants can share a snack idea.

Commit to Change: (Girl Pages pg. 86-87)

Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes”.

Session 6– Let’s do lunch

Session objectives:

At this session, participants will:

- 1) Learn how to assemble a healthy, balanced lunch.
- 2) Identify healthy lunch options at home, school or while eating out.

Related New Moves goals:

Avoid unhealthy weight control practices.

Pay attention to portion size and to your body’s signs of hunger and fullness.

Materials and supplies needed:

Small brown lunch bags and markers
Hummus (for taste testing)
Baby carrots (for taste testing)
Pita bread (for taste testing)
Small plates (for taste testing)
Serving spoons (for hummus)

Prep:

Cut up pita into wedges. Prep food before hand or during the lunch activity.

Girl Pages references

Pages 98-103

Welcome and agenda

“Today we will be talking about what to look for when it comes to a healthy lunch, selecting lunch options when eating at home, at the cafeteria or out, and new ideas for your lunch bag. How does this sound?”

Check-in

Check in with what was discussed in the previous lesson on snacks

Discussion/Activities

1. Lunch

Facilitate a brief discussion about lunch. Ask:

- Why is eating lunch important?
 - A healthy lunch improves the quality of your day.
 - Can curb overeating after school and later in the day.
 - Helps to keep your appetite stable throughout the day.
 - Skipping lunch means you miss out on important nutrients.
- What is a typical lunch for you while at school, at home, when eating out?
- Is finding/eating a healthy lunch easy or hard? What makes it easy? What makes it challenging?
 - Time restraints, foods available at home/school, taste of foods, appearance of foods
- What strategies have you used or could you use when:

- Packing a lunch from home
 - Keep a variety of foods on hand at home.
 - Limit foods and beverages with little nutritional value, i.e., high sugar and fat; pop and candy
 - Consider portion sizes.
 - Pack your lunch the night before (refer to the Girl Pages pg. 99 for ideas).
- Selecting from the cafeteria
 - Look ahead at the lunch menu and see what options you have.
 - Balance and moderation – pick a variety of foods including fruits and vegetables in a variety of colors.
- When eating out
 - Pay attention to portion sizes, split with a friend, take home leftovers.
 - Be aware of foods that are high in sugar and fat and provide very little nutrition.

2. It's in the Bag –Activity (Girl Pages pg. 100-101)

Pass out brown lunch bags and markers to each girl.

- Have participants use the “mix and match brown bag lunch idea” sheet to create a healthy lunch (show examples).
 - Pick items from several categories.
 - Make it a lunch you would actually eat.
- Ask girls to share their lunch and what makes it a healthy lunch.

3. Plan for the Week

Based on the discussion about finding healthy lunch options, have participants plan lunches for the week.

- Use cafeteria menus, “It’s in the bag” ideas, quick and healthy ideas as a guide for lunch options. Record on scratch paper or on page 98.
- If time, participants can share a favorite lunch idea.

4. Taste testing

Participants will taste test carrots and pita bread with hummus while working on their weekly planning.

Commit to Change: (Girl Pages pg. 102-103)

Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes”.

Session 7– Fast food facts

Session objectives:

At this session, participants will:

- 1) Recognize that you can eat healthy and still eat out/away from home.
- 2) Learn how to modify or adjust meals when eating out/away from home.
- 3) Discuss strategies for eating out.

Related New Moves goals

Pay attention to portion size and to your body's signs of hunger and fullness.
Choose fruits and vegetables for snacks; eat at least 5 a day.

Materials and supplies needed:

Variety of fast food and restaurant menus
Low-fat vanilla yogurt (for taste testing)
Frozen fruit (for taste testing)
Granola (for taste testing)
Small cups/bowls (for taste testing)
Spoons (for taste testing)

Prep

Partially thaw fruit. Make parfaits before class or during the activity. Include a layer a fruit, yogurt, and granola.

Girl Pages references

Pages 118-123

Welcome and agenda

“Today we will be talking about fast food and eating away from home, and how to select healthy options. Sound o.k.?”

Check-in

Check in with what was discussed in the previous lesson on lunch.

Discussion/Activities

1. Fast-food

“Eating out has become a national pastime. Not a month goes by that people don't go out to either celebrate an event, choose to eat out due to time constraints, or just plain socialize. With most of us eating out regularly, it's important to know what healthy choices we have when eating away from home”.

- Facilitate a brief discussion about fast foods and eating out. Ask:
 - How often do you and your family/friends eat out?
 - Why do you choose to eat out?
 - When you and your friends/family eat out where do you go?
 - Fast food, sit down, buffet, food court/mall, etc.

- What are some of the issues or challenges with eating out? Do you feel it is easy or hard to eat healthy when you eat out? Why or why not? (optional to write answers on board)
 - Can be harder to find healthy options.
 - Expensive.
 - Fast foods tend to not be as nutritious and very high in calories, fat and sodium.
- What strategies have you used or could you use to make healthier choices when eating out or eating fast foods?
 - Choosing restaurants that provide a wide variety of foods can make ordering easier, especially when trying to include foods that align with the New Moves guidelines.

2. May I take your order? (Girl Pages pg. 121)

“Now that we’ve discussed some of the challenges to eating out and some ideas for eating out and still eating healthy, let’s take some time to practice making healthy choices at fast-food restaurants.”

- Pass out menus from local fast food places and restaurants and refer to “May I take your order” on pg. 121.
- Have girls select a meal they are likely to order at that restaurant.
- Girls will then determine how they can modify the meal to make it healthier
 - Add fruits and vegetables, limit condiments, etc.
- Have participants practice how to make requests when ordering.
 - Either have girls do this in small groups or ask for volunteers to role play in front of large group.
- Debrief: Ask for individuals to share the original meal and the changes they made with the large group.
 - Ideas for change include:
 - Add a tossed salad.
 - Fruit juice, water, diet soda or fat-free milk.
 - Fruit for dessert.
 - Request a specific preparation method.
 - Eat half a portion; ask for a take-home box.
 - Share a meal with a friend.
 - Request added fats and sauces be served on the side (i.e. mayo, sour cream, etc.).
 - Ask that breads and chips not be brought to the table.

3. Plan for the Week

Based on the discussion about fast food and eating out, have participants identify behaviors that would work for them, using the tips on Girl Pages pg. 121 for eating at the mall, at a fast food restaurant or at the school cafeteria. If time, participants can share their ideas.

4. Taste testing

Participants will taste-test yogurt parfaits made with low-fat vanilla yogurt, frozen berries (or other fruits), and small amount of granola.

Commit to Change ©Girl Pages pg. 122-123)

Choose 2 of the actions you think you could make. On a scale of 1-10, 1 not at all easy and 10 very easy; what will need to be different in your life to make it easier? List what you plan to do to make changes”.

Session 8– Planning for the future

Session objectives:

At this session, participants will:

- 1) Discuss their progress in meeting the New Moves guidelines.
- 2) Discuss confidence and motivational strategies to help them stay on track.
- 3) Celebrate their accomplishments.

Materials and supplies needed:

Healthy food and drinks for celebration (optional)

Girl Pages references

Pages 123-137

Welcome and agenda

“This is our last New Moves Be Fueled lesson. We encourage you to continue the habits that brought you success and think about ways to address continued challenges. Today we are going to celebrate your progress by going over the changes you have made, as well as take some time to help you plan for the future.”

Check-in

Check in with what was discussed in the previous lesson: fast food

Discussion/Activities

1. Changes I’ve Made worksheet (Girl Pages pg. 132-133)

“After completing a class like this, it is important to look back and reflect on your experiences and accomplishments. You all have come a long way! Let’s start by reviewing what we’ve learned so far. Who can tell us one New Moves nutrition behavior? Any others?”

Have each student complete the “Changes I have made” worksheet

- Discuss:
 - Where there any surprises?
 - What surprised you most?

Activity: Maintenance and Motivation Ruler

- Ask girls: “On a scale from 1 to 10 with 1 being I am not at all motivated to maintain the New Moves goals and 10 being I know I’ll stick with it, what number you would pick for yourself?”
- Discuss:
 - Why did you pick a _____?
 - Why didn’t you pick a _____? (lower # than they chose so that they will state the positives)
 - What would it take for you to be a _____? (higher # than they chose so that they can determine what it would take to be at a higher # on the scale)
 - Summarize in large group

- Steps to maintaining your motivation (Girl Pages pg. 134-137)
 - There are many ways to stay motivated and on track. Here are a few steps you might take to continue your progress and stay motivated:
 - Identify your benefits
 - Create supportive surrounding: people, places and thoughts
 - Recognize your success
 - Reward yourself
 - Have girls complete the planning worksheets (Girl Pages pg. 135-137)
 - If time, have them share their plan