

Station 1: Healthy Eating 101

via choosemyplate.gov

The choices you make about the food you eat has a major impact on your body. Loading up on foods filled with high amounts of fat and sugar can lead to serious damage to your body systems including your heart, and digestive system. Recall that when the body has excess amounts of certain nutrients, such as starches and sugars, the body converts them into fat for storage.



Special nutritional needs for teens

Calories: Due to all the growth and activity, adolescent boys need 2,500-2,800 per day, while girls need around 2,200 per day. It's best to get these calories from lean protein, low-fat dairy, whole grains, and fruits and veggies.

Protein In order for the body to grow and maintain muscle, teens need 45-60 grams per day. Most teenagers easily meet this need from eating meat, fish, and dairy, but vegetarians may need to increase their protein intake from non-animal sources like soy foods, beans, and nuts.

Calcium Many teens do not get sufficient amounts of calcium, leading to weak bones and osteoporosis later in life. Encourage teens to cut back on soda and other overly-sugary foods, which suck calcium from bones. The 1,200 mg of calcium needed per day should come from dairy, calcium-fortified juice and cereal, and other calcium-rich foods such as sesame seeds and leafy greens like spinach.

Iron: Iron deficiency can lead to anemia, fatigue, and weakness. Boys need 12 mg each day, and teen girls, who often lose iron during menstruation, need 15 mg. Iron-rich foods include red meat, chicken, beans, nuts, enriched whole grains, and leafy greens like spinach and kale.

The foods you eat contain calories. According to choosemyplate.gov, calories are a measurement tool, like inches or ounces. They measure the energy a food or beverage provides -- from the carbohydrate, fat, protein, and alcohol it contains.

Calories are the fuel you need to work and play. You even need calories to rest and sleep! Foods and beverages vary in how many *calories* and *nutrients* they contain. When choosing what to eat and drink, it's important to get the right mix - enough *nutrients*, but not too many *calories*. Too many calories + too little exercise = weight gain.

Part 1:

1. What four items should take up the space on your plate?
2. How much does a teen grow during adolescence (give percentages)?
3. How many calories, protein, calcium and iron do teens need? Give specifics.

Part 2:

Use the data chart below to answer the following questions:

1. Which type (moderate or vigorous) of activity burns more calories?
2. How many calories will Joe burn in 1 hour of playing basketball? In 30 minutes?
3. If Joe spends 90 minutes (1 hour and 30 minutes) doing light gardening/yard work, how many calories would he burn?
4. Say Joe eats 970 calories from a super value meal at McDonalds for lunch. After school he has a basketball game where he plays for a full hour. How many calories are left based only on calories consumed and calories burned?

How many calories does physical activity use?

A 154-pound man (5' 10" tall), let's call him *Joe*, will use up about the number of calories listed doing each activity below. *Those who weigh more will use more calories, and those who weigh less will use fewer.* The calorie values listed include both calories used by the activity and the calories used for normal body functioning.

		Approximate calories used by a 154 pound man (Joe)	
Moderate physical activities:		In 1 hour	In 30 minutes
Hiking		370	185
Light gardening/yard work		330	165
Bicycling (less than 10 miles per hour)		290	145
Walking (3 ½ miles per hour)		280	140
Weight training (general light workout)		220	110
Vigorous physical activities:		In 1 hour	In 30 minutes
Running/jogging (5 miles per hour)		590	295
Bicycling (more than 10 miles per hour)		590	295
Swimming (slow freestyle laps)		510	255
Heavy yard work (chopping wood)		440	220
Weight lifting (vigorous effort)		440	220
Basketball (vigorous)		440	220

Station 2: Factors of Addiction

Three major factors can play a role in addiction:

Life style choices

Environment

Genetics

Life style choices, environmental factors, and genetics can cause abnormalities to occur during embryonic development as well as later in life.

Making the choice to include drugs, alcohol, and/or smoking cigarettes in your daily life can lead to addiction and do serious damage to your body.

Living in an environment where toxic substances and drug abuse exist makes it easier for an individual to become pressured to live that life style and engage in those activities.

Scientists are conducting many studies to determine if there is a specific gene linked to addiction. It is clear that if a pregnant woman drinks alcohol, smokes or does other drugs very serious if not fatal damage can impact the fetus (baby before it is born). As genes are passed on from parents to offspring, it is possible that the trait of addiction may be passed on, as well.

YOUR TASK:

1. According to this passage, what are the 3 factors that can influence a person's chances of developing an addiction?
2. Brainstorm with your group to come up with 2 explanations (other than those mentioned) of HOW each factor can influence addiction. You should have a total of 6 explanations.



Station 3: BrainPop – Peer Pressure



As you watch the clip, complete the paragraphs below by filling in the blank spaces on your sheet.

Your peers are people in your _____, like your _____ or the kids in your _____. As you get older, you spend less time with your parents and more time with your peers. It's only natural to want to fit in, so you listen to them and learn from them. You might want to dress the same, talk the same, or even act the same. When the _____ you _____ are influenced by _____, that's peer pressure. In many situations, peer pressure can be good. If you play a sport, your peers might encourage you to practice, play hard, and be unselfish. Or your peers might spur you on to study a lot so you can get good grades and keep up with them! In other circumstances, peer pressure cannot be good. You want to keep up with your friends, even though they were doing something dangerous. Stuff like _____, taking _____, shoplifting (stealing), and being mean to other kids. Even though you may not feel _____ doing these things, you might go along just to _____. Let's say you're at a party where there's _____. Someone might hand you a drink and make fun of you if you say _____. Or you might look around on your own and see that everybody's drinking. Even though nobody directly pressured you, you might have a drink just so you don't _____. No matter how much _____ you're feeling, the final decision is always _____. Trusting your _____ sense of right and wrong is the best way to make a _____.

Complete this activity below:

IDENTIFY IT

Write "+" next to examples of positive peer pressure and "-" next to examples of negative peer pressure. Describe how you would respond to each negative example.

..... Your best friend wants you to cut class with her on her birthday so you can go celebrate.
.....

..... A student in the grade below you asks for the answers to a test you took last year.
.....

..... Your basketball teammate asks you to stay after practice to help her work on free throws.
.....

..... A friend invites you to a party he's throwing without his parents' permission.
.....

..... A friend urges you not to join a group of kids teasing another kid on the playground.
.....

Station 4: Memory Matching Game

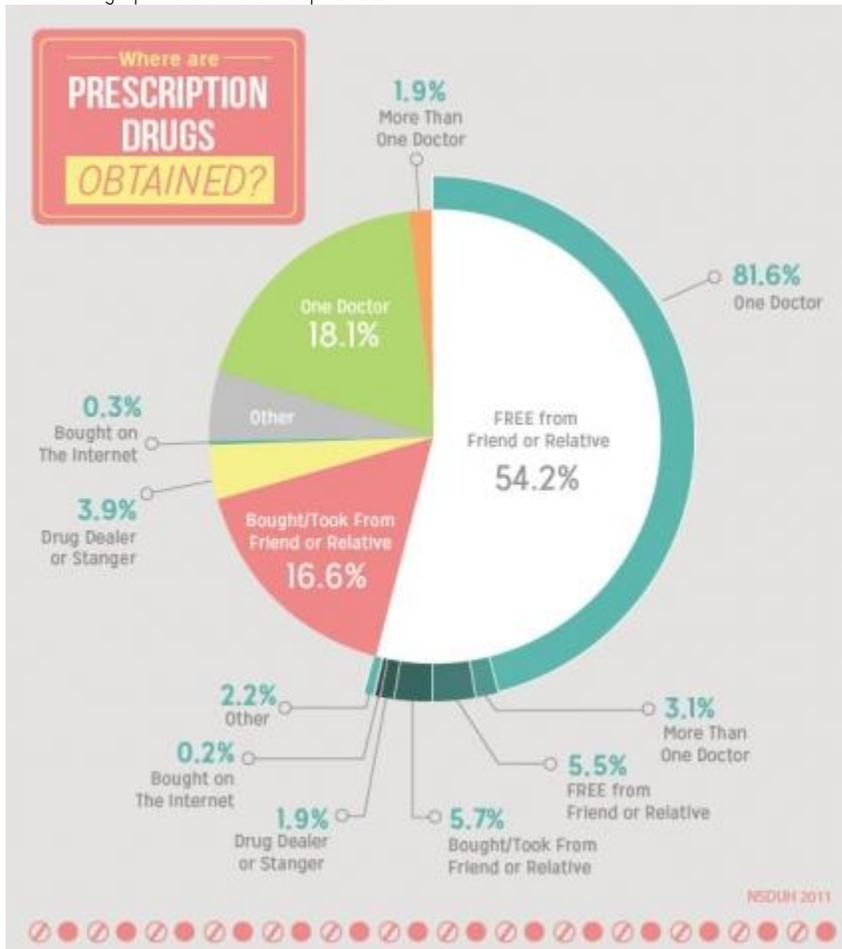
Each player will take a turn flipping a PAIR of cards. On each turn, the player will first turn one card over, then a second. If the two cards match, the player scores one point, the two cards are removed from the game, and the player gets another turn. If they do not match, the cards are turned back over.

The object is to match more pairs of cards than the opposing player. (One point is scored for each matched pair, and the player with the highest score after all cards have been matched wins.) When cards are turned over, it is important to remember where they are for when the matching card is turned up later in the game!

The player with the most matches at the end of the game WINS!

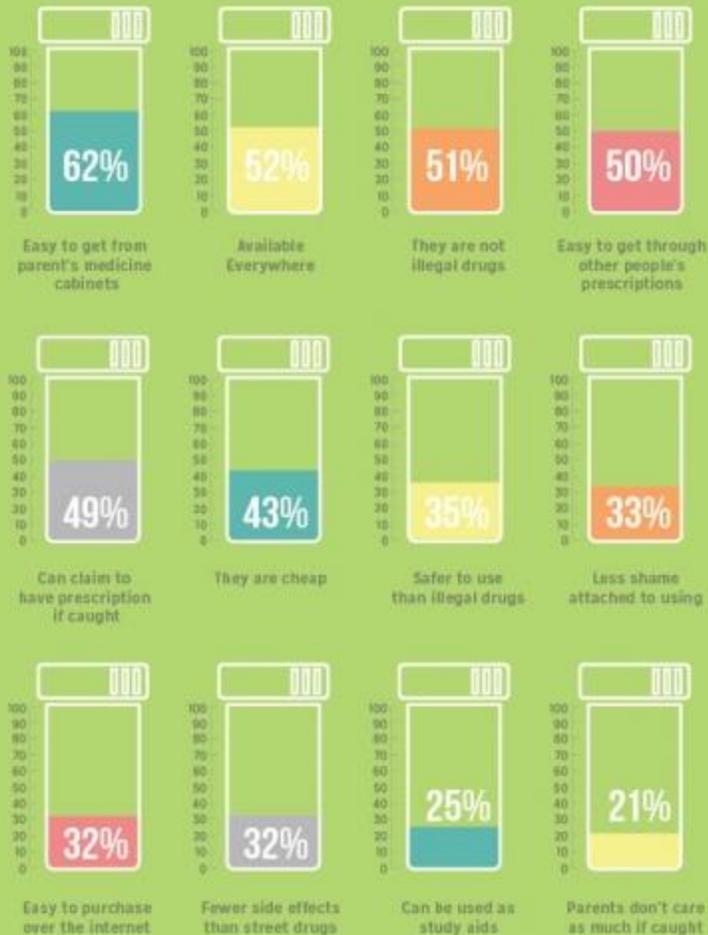
Station 5: Drug Abuse – Prescription Drugs

Prescription drugs are those that are prescribed, or assigned, to an individual by a doctor for a specific use.
Use the infographic to answer the questions



1. Where are the majority of prescription drugs obtained?
2. Are the majority paid for/stolen or free?
3. Of the 54.2% of prescription drugs, what percent comes from 1 doctor?

12 Reasons Teens USE PRESCRIPTION DRUGS



UTEXAS.EDU

4. What is the major reason (largest percent) that teenagers use prescription drugs?
5. What do 51% of teenagers think about prescription drugs?
6. About what percent of teens think prescription drugs are easy to get through other people's prescriptions (i.e. Pauly can get it from Peter because he has a prescription)?
7. Do you believe that peer pressure has an influence on the abuse of prescription drugs? Explain why or why not using the percentages from the chart.

Station 6: Anti-drug Campaign

In this station you have 2 options:

Option 1: Design a poster that highlights the negative effects of drugs. Be sure to include:

- Which drug/substance is being abused
- The impact of that drug on body systems (nervous, respiratory, digestive, or circulatory)
- The impact of the drug on that individual's family/friends
- Short and long-term effects



Option 2:

Create an acrostic poem using a topic related to drug use and abuse. You may use vocabulary words or new topics you've learned through our stations. You should use each letter of the topic to create word or phrase that describes the topic. For example "DRUG ABUSE":

Drugged driving = dangerous
Risky behavior = ridiculous
Unfulfilled goals = unacceptable
Grades drop = gross!

Addiction = anti-happiness
Bodily harm = bad choices!
Users' children neglected = unhappy families
Student loans lost = sad future
Environmental damage = everyone suffers