

Teens

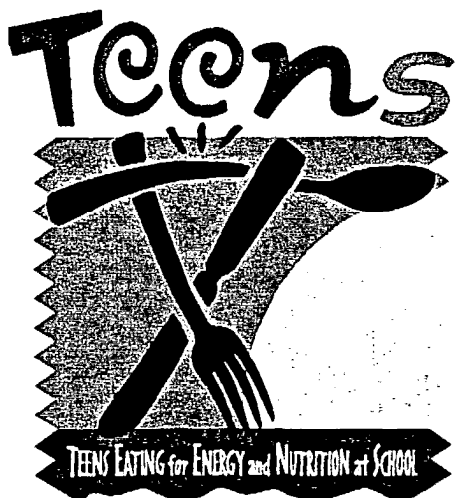
Teens



TEENS EATING for ENERGY and NUTRITION at SCHOOL

Teacher's Manual Year Two

Teens



Teacher's Manual Year Two

TEENS

UNIVERSITY OF MINNESOTA FACULTY AND STAFF

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Introduction

A. Theory

Scientific Rationale

It is estimated that 75 million Americans, or one in three, will eventually be diagnosed with cancer and one in five will die from cancer. In addition to the human costs, health care costs related to cancer are responsible for 11 percent of the total cost of disease in our country.

Approximately 35 percent of cancer deaths are related to diet. In particular, a high fat diet has been associated with cancer of the colon, rectum, and prostate. Fruit and vegetable consumption has been related to decreased risk of a variety of cancers, including colon and rectal cancer. Poor eating patterns do not develop spontaneously in adulthood. Instead, they form in childhood and solidify during adolescence. Because of the association between present and future eating choices, the American Cancer Society has established two goals to improve the diet of American children: 1) to increase to 35% the proportion of students who daily consume five or more servings of fruits and vegetables and 2) to increase to 80% the number of students who consume no more than two servings per day of foods typically high in fat.

The primary goal of this research is to assess the effects of a school-based behavioral intervention to promote healthful dietary behaviors among ethnically diverse young adolescents in order to reduce their future risk of cancer. The intervention will include a classroom, a school policy and a family component, and will be evaluated in 16 urban area public schools.

Theoretical basis

The theoretical base for the TEENS intervention is Social Cognitive Theory (SCT) which posits health-related behaviors are influenced by individual, behavioral and environmental factors. SCT suggests that students' behavior will be best influenced if their environment (both school and family) provides positive role models, the opportunity to practice healthful behaviors and rewards and incentives for healthful behavior. To that end, the TEENS intervention works with the larger school environment and with families to increase students' exposure to and reinforcement for choosing more fruits, vegetables and lower fat choices. In addition, SCT suggests that behavior change is facilitated when students have the chance to develop new skills, set personally relevant goals and to increase their confidence in their own ability to maintain healthful choices. The TEENS curriculum operationalizes these ideas with hands-on activities that actively involve the students in decision-making, goal setting, and skill-building. In addition, peer-assisted, group-level activities are included. Peer influence is important to help make the messages more relevant to teens and to provide role modeling by peers.

B. Overview

The TEENS eighth grade curriculum begins with students assessing how well they are doing in their efforts to eat more fruits and vegetables and less fat. Students will identify barriers to healthy eating and ways to overcome those barriers. The second classroom session will focus on the media and how it influences students' eating behavior. Students will then take an in-depth look at their own eating habits and behaviors. They will identify their own cues to eating and habits or routines which increase their intake of fat and do not promote the eating of fruits and vegetables.

The last half of the curriculum consists of small group projects on topics such as school vending machines, advertising, teens and physical activity, food availability in the school and teen vegetarians. Students will be conducting opinion polls, making posters, creating role plays, public service announcements, pamphlets, and videos. The final TEENS session will be the presentation of the small group projects.

During each session of the TEENS curriculum, a CheeseWiz and Nuthead comic will be given to the students to read aloud. These comics are humorous and introduce the topic of the session.

Students will be creating their own salads in Session Three and a small vegetable snack in Session Six. During the other sessions, they will be tasting a low-fat snack that they could buy in a vending machine or store.

As part of TEENS, participating School Food Service will be trained to increase the low-fat foods and fruits and vegetables offered in the cafeteria. We will also provide them with suggestions on how to offer and promote lower-fat choices on the a-la-carte line.

The family component of TEENS consists of three Parent Packs can be sent to the parents or guardians of the students. These Parent Packs contain recipes and tip sheets about how to increase fruit and vegetable intake and reduce fat consumption. Included in each Parent Pack is a coupon book of simple activities that adults can do themselves or with their teen to help their family eat more fruits and vegetables and less fat.

C. Organization

The TEENS curriculum is designed to be implemented over a five week time period with two sessions occurring each week. Each session is approximately 45 minutes and many of the activities are led by students.

Each session contains an outline and detailed descriptions of the procedure for presenting each activity with all direct questions and/or statements to students enclosed in boxes within the description. A copy of all of the teacher and student materials for each session is included at the end of each session, including the transparencies and comics.

Food items and supplies for snacks and food preparation sessions will be obtained through the school food service. These items will need to be requisitioned using the forms in the SNACKS and REQUISITIONS section of this manual. Suggested snack items for each session is also located in the SNACKS and REQUISITIONS section of this manual.

Beginning in Session Six, students will work on small group projects. These projects will involve all students in learning more about teens, food, and the food environment in their school and community. Students will poll other students, create visual aids and other creative products which will be presented in classroom presentations in Session Ten.

Students will be working in small groups of 4-5 students during the first six sessions of the curriculum. It is suggested that the teacher determine these small groups before Session One.

Beginning in Session Six, students will work on their projects in small groups of four students. These small groups could be the same, or new teacher- or student-selected small groups.

Forms to record the names of the students in the small groups are included at the end of this section beginning on page vii.

Minnesota Graduation Standards

as of School Year 1998/1999

Profiles of Learning

TEENS Curriculum: Year 1 & 2 will address the following standards:

Writing and Speaking

What students should do:

1. In a small group:
 - a. solve a problem or settle a dispute.
 - b. give a demonstration or present new information.

Decision-Making

What students should know:

1. Know the impact of nutrition, food selection, safety, and eating patterns on health.
2. Know signs and symptoms of health problems that affect adolescents (e.g., chemical abuse, infections, HIV, eating disorders).

What students should do:

1. Apply a decision-making process to analyze health issues and attain personal goals.
2. Analyze how health-related decisions are influenced by internal and external factors (e.g., ability, risk, family, peers).
3. Demonstrate communications skills (e.g., refusal, negotiation, listening) to express needs and enhance health.
5. Create and implement a nutritional health plan using a decision-making process to:
 - a. determine dietary recommendations with respect to age, gender, and activity level for a specific person.
 - b. create menus for a specified period of time.
 - c. analyze and demonstrate food preparation and safety skills.

Informed Consumerism

What students should know:

1. Know consumer rights and responsibilities.
2. Know factors which affect consumer decisions.
3. Know the impact of consumer decisions in a global context.
4. Know how to access information about consumer products.

Direct Observation

What students should do:

1. Gather information from direct observations:
 - a. Frame a question.
 - b. Collect and record data.
 - c. Display data in appropriate format (e.g., graphs, tables, charts, diagrams).
 - d. Look for patterns in observable data.
 - e. Relate findings to new situations or large group findings.
 - f. Answer questions or present position using data.
 - g. Identify areas for further investigation.
2. Gather information through direct observation, interviews, or surveys:
 - a. Frame a question.
 - b. Collect data through observation, interviews, or surveys.
 - c. Record and organize information.
 - d. Evaluate the question based on findings.

Accessing Information

What students should do:

1. Generate a question to be answered or a position to be supported through investigation.
2. Use electronic media or other available means to access relevant information.
3. Determine how to record and organize information.
4. Gather information from multiple sources (e.g., print, media or interviews with experts)
5. Evaluate the relevance of the information.
6. Answer the question or support a position by synthesizing information.

Small Groups

Use this sheet to divide your class into small groups of 4 to 5 students each.

(Teacher)

(Class Period)

Group 1

Group 2

Group 3

Program implementation dates:

Session 1 _____	Session 6 _____
Session 2 _____	Session 7 _____
Session 3 _____	Session 8 _____
Session 4 _____	Session 9 _____
Session 5 _____	Session 10 _____

Group 4

Group 5

Small Groups (cont.)

Group 6

Group 9

Group 7

Group 10

Group 8

TEENS PROJECTS SMALL GROUPS

Class Period _____

Project #1 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #2 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #3 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #4 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #5 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #6 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

TEENS PROJECTS SMALL GROUPS

Project #7 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #8 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #9 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Small Groups

Use this sheet to divide your class into small groups of 4 to 5 students each.

(Teacher)

(Class Period)

Group 1

Group 2

Group 3

Program implementation dates:	
Session 1	Session 6
Session 2	Session 7
Session 3	Session 8
Session 4	Session 9
Session 5	Session 10

Group 4

Group 5

Small Groups (cont.)

Group 6

Group 9

Group 7

Group 10

Group 8

TEENS PROJECTS SMALL GROUPS

Class Period_____

Project #1 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #2 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #3 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #4 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #5 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #6 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

TEENS PROJECTS SMALL GROUPS

Project #7 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #8 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #9 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Small Groups

Use this sheet to divide your class into small groups of 4 to 5 students each.

(Teacher)

(Class Period)

Group 1

Group 2

Group 3

Program implementation dates:	
Session 1 _____	Session 6 _____
Session 2 _____	Session 7 _____
Session 3 _____	Session 8 _____
Session 4 _____	Session 9 _____
Session 5 _____	Session 10 _____
	Session 11 _____

Group 4

Group 5

Small Groups (cont.)

Group 6

Group 7

Group 8

Group 9

Group 10

TEENS PROJECTS SMALL GROUPS

Class Period _____

Project #1 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #2 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #3 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #4 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #5 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #6 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

TEENS PROJECTS SMALL GROUPS

Project #7 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #8 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #9 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Small Groups

Use this sheet to divide your class into small groups of 4 to 5 students each.

(Teacher) (Class Period)

Group 1

Group 2

Group 3

Program implementation dates:	
Session 1 _____	Session 6 _____
Session 2 _____	Session 7 _____
Session 3 _____	Session 8 _____
Session 4 _____	Session 9 _____
Session 5 _____	Session 10 _____

Group 4

Group 5

Small Groups (cont.)

Group 6

Group 9

Group 7

Group 10

Group 8

TEENS PROJECTS SMALL GROUPS

Class Period _____

Project #1 _____

Project #4 _____

Group Leader _____

Group Leader _____

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

Project #2 _____

Project #5 _____

Group Leader _____

Group Leader _____

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

Project #3 _____

Project #6 _____

Group Leader _____

Group Leader _____

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

TEENS PROJECTS SMALL GROUPS

Project #7 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #8 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #9 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Small Groups

Use this sheet to divide your class into small groups of 4 to 5 students each.

(Teacher)

(Class Period)

Group 1

Group 2

Group 3

Program implementation dates:	
Session 1 _____	Session 6 _____
Session 2 _____	Session 7 _____
Session 3 _____	Session 8 _____
Session 4 _____	Session 9 _____
Session 5 _____	Session 10 _____
	Session 11 _____

Group 4

Group 5

Small Groups (cont.)

Group 6

Group 7

Group 8

Group 9

Group 10

TEENS PROJECTS SMALL GROUPS

Class Period _____

Project #1 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #2 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #3 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #4 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #5 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #6 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

TEENS PROJECTS SMALL GROUPS

Project #7 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #8 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

Project #9 _____

Group Leader _____

1. _____

2. _____

3. _____

4. _____

5. _____

BEFORE THE PROGRAM BEGINS

Give the following assignment to the students a few days before you begin teaching the TEENS curriculum in your classes. You will need the following student materials:

- Two-Day Food Record
- Food Guide Pyramid (sheets and poster)
- The Guide's Guide
- TEENS Folders



If students had the TEENS program in seventh grade they will be familiar with the food record that you will be handing out. If they have not, they will need a more detailed explanation of how to fill it out.

- Distribute **Assignment #1, TWO-DAY FOOD RECORD** to each student.
- Explain that they are to fill out this food record for two days. They should write down everything they eat over the next two days and bring the completed food records back to class on _____.
Date of Session One
- Distribute a Food Guide Pyramid to each student. Review the information as needed, using the Food Guide Pyramid Poster.
- Tell the students that they will also keep track of how many servings of food they eat from each food group, just as they did last year in TEENS.
- Tell the students to use the back of the Food Guide Pyramid to help them understand what a serving size is.
- Distribute the Guide's Guide to each student. Explain that this will help them identify the number of servings in combination foods.
- After recording the foods and servings for each day, they should add them up at the bottom of the sheet.
- Distribute one copy of the Fruit and Veggie Counter to each student. Explain that they are to fill this out after they finish their Food Records.
- Distribute a TEENS folder to each student to use for keeping the TEENS materials.

- J. As time permits, allow students to begin filling in the food record with the foods they have eaten so far today.
- K. If possible, have students bring the food records back to class tomorrow and allow them a few minutes to fill them out.

SMALL GROUPS AND PROJECTS

During the first five sessions of the TEENS curriculum students will be working in small groups of 4-6 students. They will choose group leaders for several of these activities. You might wish to divide the class into groups ahead of time. This saves time in class and allows you to group students who work well together. The charts on the following pages have been provided for you to record the names of the students in the small groups.

Small Groups

Use this sheet to divide your class into small groups of 4 to 6 students each.

(Teacher)

(Class Period)

Group 1

Group 2

Group 3

Group 4

Group 5

Small Groups

Use this sheet to divide your class into small groups of 4 to 6 students each.

(Teacher)

(Class Period)

Group 1

Group 2

Group 3

Group 4

Group 5

Small Groups

Use this sheet to divide your class into small groups of 4 to 6 students each.

(Teacher)

(Class Period)

Group 1

Group 2

Group 3

Group 4

Group 5

Small Groups

Use this sheet to divide your class into small groups of 4 to 6 students each.

(Teacher)

(Class Period)

Group 1

Group 2

Group 3

Group 4

Group 5

PROJECTS

In Session Six students will begin working on small group projects. Each project is designed for four students. The small groups will choose a group leader after they receive the project package. You may wish to keep your students in the same small groups as they were in the first part of the curriculum (if they were in groups of four) or you may wish to create new small groups for the projects. The charts on the following page have been provided for you to record the small groups for the projects.

Each project consists of project goals and specific tasks that students must complete for their project. Many projects contain polls, interviews, and the creation of a final product. During the eighth or ninth session of TEENS (depending on how many work sessions you allow for the projects) each group will give a small group presentation to the rest of the class. You may wish to videotape these presentations.

The students will receive the projects during Session Six and will have work time in Session Seven. You may wish to plan for another class work session depending on how your students are doing on their projects. Much of the project work will be done outside of class and the work in class will be combining and synthesizing the information gathered. It is suggested that you assign a project to each group rather than have the students choose their projects.

Session Six
Project Small Groups

Small Group #1

Project	

Small Group #2

Project	

Small Group #3

Project	

Small Group #4

Project	

Small Group #5

Project	

Small Group #6

Project	

Small Group #7

Project	

Small Group #8

Project	

Session Six

Project Small Groups

Small Group #1

Project	

Small Group #2

Small Group #3

Project	

Small Group #4

Project	

Small Group #5

Project	

Small Group #6

Project	

Small Group #7

Project	

Small Group #8

Project	

Session Six

Project Small Groups

Small Group #1

Project	

Small Group #2

Project	

Small Group #3

Project	

Small Group #4

Project	

Small Group #5

Project	

Small Group #6

Project	

Small Group #7

Project	

Small Group #8

Project	

Session Six

Project Small Groups

Small Group #1

Project	

Small Group #2

Project	

Small Group #3

Project	

Small Group #4

Project	

Small Group #5

Project	

Small Group #6

Project	

Small Group #7

Project	

Small Group #8

Project	

Date due

(Your name)

Day 1 What I Actually Ate: Two-Day Food Record

Write down everything you EAT or DRINK today. Then, using the information given to you on the Food Guide Pyramid and the Guide's Guide sheet, mark what food groups your food choice belongs to and the number of servings it counts for. If you do not eat a meal or snack, leave that section blank.

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Breakfast (or before school)							
Snack							
Lunch							
Snack							
Dinner							
Snack							
Total							

Date due

(Your name)

Day 2 What I Actually Ate: Two-Day Food Record

Write down everything you EAT or DRINK today. Then, using the information given to you on the Food Guide Pyramid and the Guide's Guide sheet, mark what food groups your food choice belongs to and the number of servings it counts for. If you do not eat a meal or snack, leave that section blank.

Food Record for: _____ Today's date		Milk, Yogurt, Total	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Breakfast (or before school)							
Snack							
Lunch							
Snack							
Dinner							
Snack							
Total							

FOOD GUIDE PYRAMID

A Guide to Daily Food Choices

Fats, Oils & Sweets
USE SPARINGLY

KEY

These symbols show fats, oils, and added sugars in foods.

◼ Fat
(naturally occurring
and added)

◼ Sugars
(added)

Milk, Yogurt,
& Cheese Group
2-3 SERVINGS



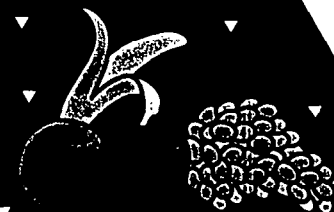
Meat, Poultry, Fish
Dry Beans, Eggs,
& Nuts Group
2-3 SERVINGS



Vegetable Group
3-5 SERVINGS



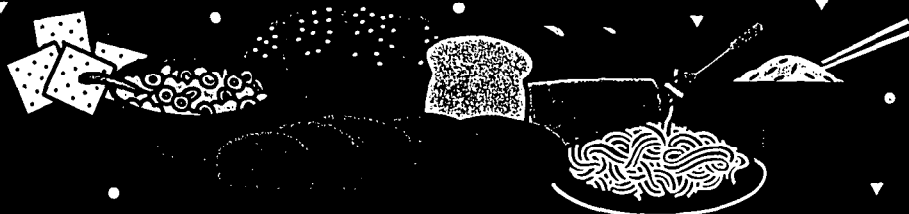
Fruit Group
2-4 SERVINGS



The **Food Guide Pyramid** emphasizes foods from the five food groups shown in the three lower sections of the Pyramid.

Each of these food groups provides some, but not all, of the nutrients you need. Foods in one group can't replace those in another. No one food group is more important than another for good health, you need them all.

Bread, Cereal,
Rice, & Pasta Group
6-11 SERVINGS



How Many Servings Do You Need?

The Food Guide Pyramid shows a range of daily servings for each food group. The number of servings that is right for you depends on how many calories you need. Calories are a way to measure food energy. The energy your body needs depends on your age, sex and size. It also depends on how active you are.

In general, daily intake should be:

- ▲ 1,600 calories for most women and older adults;
- ▲ 2,200 calories for kids, teen girls, active women and most men; and
- ▲ 2,800 calories for teen boys and active men.

Those with lower calorie needs should select the lower number of servings from each food group. Their diet should include 2 servings of meat for a total of 5 ounces. Those with average calorie needs should select the middle number of servings from each food group. They should include 2 servings of meat for a total of 6 ounces. Those with higher calorie needs should select the higher number of servings from each food group. Their diet should include 3 servings of meat for a total of 7 ounces. Also, pregnant or breastfeeding women, teens and young adults up to age 24 should consume 3 servings of milk daily.

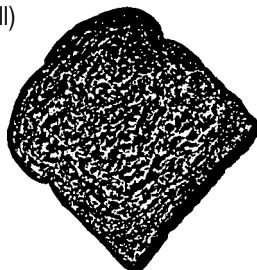
The amount of food that counts as one serving is listed below. If you eat a larger portion, it is more than one serving. For example, a slice of bread is one serving. A hamburger bun is two servings.

For mixed foods, estimate the food group servings of the main ingredients. For example, a large piece of sausage pizza would count in the bread group (crust), the milk group (cheese), the meat group (sausage) and the vegetable group (tomato sauce). Likewise, a helping of beef stew would count in the meat group and the vegetable group.

What Counts as a Serving?

Bread, Cereal, Rice & Pasta Group

- 1 slice bread
- 1 tortilla
- ½ cup cooked rice, pasta or cereal
- 1 ounce ready-to-eat cereal
- ½ hamburger roll, bagel or English muffin
- 3-4 plain crackers (small)
- 1 pancake (4-inch)
- ½ croissant (large)
- ½ doughnut or danish (medium)
- ½ cake (average)
- 2 cookies (medium)
- 1/12 pie (2-crust, 8")



Vegetable Group

- ½ cup chopped raw or cooked vegetables
- 1 cup raw, leafy vegetables
- ¾ cup vegetable juice
- ½ cup scalloped potatoes
- ½ cup potato salad
- 10 French fries



Fruit Group

- 1 piece fruit or melon wedge
- ¾ cup fruit juice
- ½ cup chopped, cooked or canned fruit
- ¼ cup dried fruit



Milk, Yogurt & Cheese Group

- 1 cup milk or yogurt
- 1½ ounces natural cheese
- 2 ounces process cheese
- 1½ cups ice cream or ice milk
- 1 cup frozen yogurt



Meat, Poultry, Fish, Dry Beans, Eggs & Nuts Group

- 2½ to 3 ounces cooked lean beef, pork, lamb, veal, poultry or fish
- ½ cup cooked beans or 1 egg or 2 tablespoons peanut butter or 1/3 cup nuts count as 1 ounce of meat

Lean Beef Choices

- Eye of Round
- Top Round
- Round Tip
- Top Sirloin
- Bottom Round
- Top Loin
- Tenderloin



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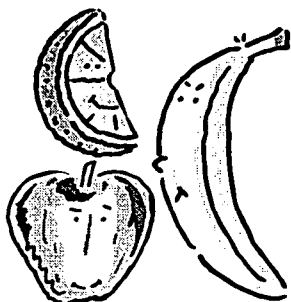
444 North Michigan Avenue/Suite 1800
Chicago, IL 60611

312 | 467-5520, ext. 262



The Guide's Guide

Food Choice (Combination foods)	Milk, Yogurt, Cheese	Meat, Poultry, Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
1 slice pizza, cheese	1				1	1
1 slice pizza, pepperoni or sausage	1				1	2
1 hamburger		2			2	
1 cheeseburger with lettuce, tomato, mayo	1	2	1/2		2	1
1 peanut butter and jelly sandwich		1			2	1
1 cup spaghetti with meat sauce		1/2	1/2		2	
1 taco with cheese, meat, lettuce, tomato	1/2	1/2	1/2		1	
1 cup macaroni and cheese	1/2				2	
1 Chicken burger		2			2	
Food Choice - Hard to place foods (per serving on label)						
Regular cookies - 2 medium					1	2
Low-fat cookies - 2 medium					1	1
Cake, pie, pastry - 1 average size piece					1	2
Regular potato chips - 1.5 oz.						2
Low-fat potato chips - 1.5 oz.						1
Pretzels - 1.5 oz.					1	
Fruit roll-ups, fruit chews - per package						1
Candy - per serving on the label						1
Fruit drinks with less than 10% real fruit juice - per serving on the label						1
1/2 cup frozen yogurt	1					1
1/2 cup ice cream	1					2
1 cup popcorn - air popped or low-fat					2	
1 cup popcorn - regular					2	1
Small order of French fries			1			1
Regular pop - 12 oz.						1
Diet pop - 12 oz.	Do not count					



Fruit and Veggie Counter

Using your Food Record, count:

Day 1 Day 2

- 1) The number of servings of 100% fruit juice that you drank. Do not count Fruitopia, Capri Sun, and other fruit drinks. Look at the back of the Food Guide Pyramid to determine what a serving size is.
- 2) The number of servings of fruits you ate. Count fresh, canned, frozen, or dried fruit. Do not count fruit roll-ups or fruit flavored candy. Look at the back of the Food Guide Pyramid to determine what a serving size is.
- 3) The number of servings of vegetables you ate. Count fresh, raw, canned, or frozen. Do not count french fries. Look at the back of the Food Guide Pyramid to determine what a serving size is.

Add the totals for each day together. Then divide the total by 2 to get your average

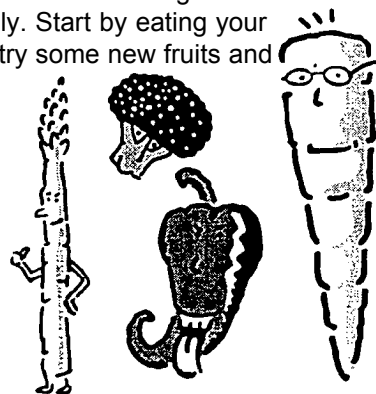
Total	+	Total	÷ 2 =	Average
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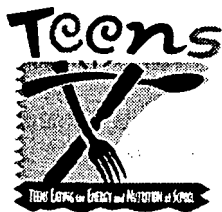
If you ate 5 or more servings Great job! Keep up the great work!

If you ate 3 or 4 servings You have a good start on getting enough fruits and vegetables. Make a plan to add a fruit or vegetable to at least one meal and as a snack.

If you ate less than 3 You need to get to work on eating more fruits and vegetables! Try eating at least one fruit or vegetable at each meal and as a snack daily. Start by eating your favorites more often and then try some new fruits and veggies.

To be healthy, you need at least **five servings of fruit and vegetables every day**. Fruits and vegetables are packed with vitamins and minerals to help give you energy and help you grow. Fruits and vegetables are very low in fat and calories. Eating lots of fruits and vegetables can help protect you from getting cancer and heart disease.





SESSION ONE

Barriers - Give 'Em a Break!

OBJECTIVES:

Students will be able to:

1. Identify how teens are affected by what they eat.
2. Identify barriers to eating healthy foods and ways to overcome them.

Session One Outline

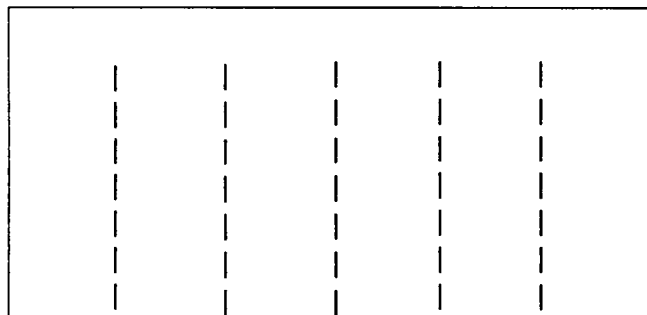
Approximate Time	Activity	Audio/Visual	Materials
10	1. Introduction	Overhead Projector	Assignment #1-Food Record 1 cup and 1/2 cup measuring cups
5	2. CheeseWiz and Nuthead		Transparency #1 and #2 Comic #1
20	3. Breaking the Barriers Snack		Cut butcher-block paper Tape Markers Snack
10	4. Assignment and snack rating		Assignment #2-Mad About the Media Super Snack List
Total 45			



Before the session begins, divide the class into small groups of 4-6 students. They will keep these groups for sessions 1-6.



Before the session begins, make five cuts in the butcher-block paper. The cuts should go 3/4 of the way up the paper as shown below.



ACTIVITY ONE: Introduction

- A. Ask the class how many of them had the TEENS program last year in Health or Family Consumer Science classes. Ask them what they remember about the program.
(Possible answers: Foods for Dudes tapes, snacks, snack preparation, station activities, peer leaders, food records)
- B. Explain that they will be starting a new TEENS program now that will last for the next few weeks.
- C. Explain that TEENS is about eating more fruits and vegetables and less fat. A lot of us know that eating less fat and more fruits and vegetables is healthier for us, but that doesn't always mean we actually do it.
- D. Explain that they will now take a quick look at how they are eating by filling out a food record for yesterday.
- E. **Distribute one Assignment #1 Sheet : TEENS FOOD RECORD** to each student.
- F. Tell students to write down everything they ate yesterday at the times listed on the sheet.
- G. Allow students a few minutes to fill out their food records.
- H. When students have completed their food records, tell them to circle each serving of fruit or vegetables that they listed. Remind them that a serving is about one half cup or a piece of fruit or a cup of juice. Show 1 cup and 1/2 cup measuring cups so students will understand how much a serving is.

I. ASK:

How many servings of fruits and vegetables should you be eating every day? (at least 5)

- J. Explain that they will now see how many students in this class ate at least five fruits and vegetables yesterday. Tell all students to stand up next to their table or desks.

K. INSTRUCT STUDENTS AS FOLLOWS:

1. Sit down if you ate one serving or less of fruits or vegetables yesterday.
2. Sit down if you ate two servings of fruits or vegetables yesterday.
3. Sit down if you ate three servings of fruits or vegetables yesterday.
4. Sit down if you ate four servings of fruits and vegetables yesterday.
5. Sit down if you ate five servings of fruits and vegetables yesterday.
6. If you had more than five servings of fruits and vegetables remain standing.

- L. Give the winning students a TEENS prize and a round of applause.
- M. Summarize by saying that, hopefully, TEENS will help them improve their eating habits so that they eat and enjoy more fruits and vegetables everyday.

ACTIVITY TWO: CheeseWiz and Nuthead

A. EXPLAIN:

You are not alone in knowing the right foods to eat, but just not doing it. You may have many reasons why you don't make those healthy choices. Here are two other kids who seem to have the same problem. Their names are CheeseWiz and Nuthead.

- B. **Project Transparencies #1 and #2** and distribute a copy of CheeseWiz and Nuthead **Comic #1** to each student.
- C. **Read the comic aloud** as students follow along, or choose students to read the comic aloud.
- D. Summarize by saying we all have our barriers to healthy eating, but there is always a way to break through those barriers, if we really think about it.

ACTIVITY THREE: Breaking the Barriers and Today's Snack

- A. Explain that they will now figure out what some of their barriers to healthy eating are and some ways to break through those barriers. For example, they could make some healthier food choices, such as eating more low-fat foods and fruits and vegetables, eat less high-fat foods, not skip meals, and eat breakfast.
- B. Divide the class into small groups that they will keep throughout the program. Designate a place in the room for each group to move to now. Explain that they will sit in these groups each time they have TEENS.

- C. Ask students to name some of their barriers to eating **more** lower-fat foods and fruits and vegetables and **less** high-fat foods, not skipping meals, and not eating breakfast. Write their answers on the board.

(Possible answers: not enough time to make healthy mea/s or snacks; fruits and vegetables are inconvenient; no healthy snacks available at home; junk food tastes better than healthy food; friends don't eat healthy food; don't have time for breakfast; not hungry for breakfast)

- D. Tell students they will now have a chance to come up with ways to break through these barriers.

1. Assign each small group one or two barriers.
2. Give each group one piece of cut butcher-block paper for each barrier and a marker.
3. Tell students to choose one person in each group to be the recorder.
4. Tell the recorders to write the barrier/s for their group across the top of the paper above the cuts in the paper. They should write one barrier on each piece of paper.
5. Tell them to come up with six ways to overcome this barrier, The recorder should write each idea on a separate strip of cut paper.
6. Show an example by taping one piece of cut paper on the board, and writing the barrier, "I don't like vegetables," across the top. Ask the class for suggestions about how to break through this barrier, and write them on the cut strips of paper as in the example below.

I don't like vegetables					
Try new ones		Try different sauces		Try with peanut butter	
				Try different salad dressing	
				Add to something you like	
					Try dip

- E. Tell students that while they are working, you will hand out a low-fat snack for them to taste. Distribute the snack.

- F. Allow 5-7 minutes for students to fill in their barrier-breaking ideas.

- G. When students have completed the sheets, tell them that one person from each group will come up to the front of the room and tape the sheet on the board.
- H. Demonstrate, using your example, how the reporter should read the barrier, and then rip off each paper strip after reading what it says to break the barrier. In this way, they will actually be eliminating the barrier.
- I. Call on each group to state their barrier and present their group's ideas about how to break through the barrier.

J. SUMMARIZE BY SAYING:

You have come up with a lot of great ways to break through your barriers to eating more low-fat foods and fruits and vegetables and less high-fat foods. One barrier that is a little more subtle is how the media, especially TV and movies, portrays eating. For example, can you think of any sit-coms or dramas where someone ate because they were stressed out, or where people always gathered around a meal, or at a restaurant? (Seinfeld is an example.) We get messages about food and eating from what we see in movies and television, and after seeing it a lot we just naturally think that if we're stressed out or bored we should eat junk food. Commercials also tell us that if we want to have fun we need things like tortilla chips or fast food, or that if we love someone, we will make a certain food for dinner. We get lots of messages about food and even though we may not realize it, those messages make us think, "that's what everybody does so I should do it, too".

ACTIVITY FOUR: Assignment and Snack Rating

- A. **Distribute Assignment #2, MAD ABOUT THE MEDIA**, to each student.
- B. Explain that they will use this sheet to look at how much they see and hear about food and eating on TV. Their assignment is to watch at least one sit-com or drama, and the advertisements in it and record the name of the show, the food or non-alcoholic beverages that they saw on it, who ate or drank in the show, and why. When they see an advertisement for a food, non-alcoholic beverage, or restaurant, they should write it down and write down how the ad was trying to influence them. For example, the ad may make you feel that you would have more fun if you ate the food, or that it tastes better than other foods. Remind them that not all of the messages they see and hear will be negative. The "Got Milk?" campaign is a media message for a healthy food. They should tell their parents about this assignment and make sure that the show they choose is acceptable to their parents or the adult they live with.

For students who are not allowed to watch TV, or do not have access to a TV, they could look through a magazine aimed at teens or they could look at billboards. They could fill in the part of the form on the back about advertising.

C. The students should bring this completed sheet back to the next TEENS class on

(Date of Session 2)

D. **Distribute one TEENS folder** to each student. Tell them to write their name on the front of the folder.

E. Tell the students to keep this sheet, the comics, and their food record in their folder. They should bring the folder to class whenever they have TEENS.

F. Ask the students how they liked the snack.

G. **Distribute one SUPER SNACKS LIST** to each student.

H. Tell students to write in the name of the snack they tasted today next to #1 on the list. They should evaluate the snack by giving it a score from 1-5, with 1 meaning they didn't like the snack at all and 5 meaning that they really liked it. Then, write in whether or not they would buy it for themselves, and when would be a good time to eat it.

I. Tell students to keep this list in their folder so they can use it in the next TEENS class when they taste another low-fat snack.

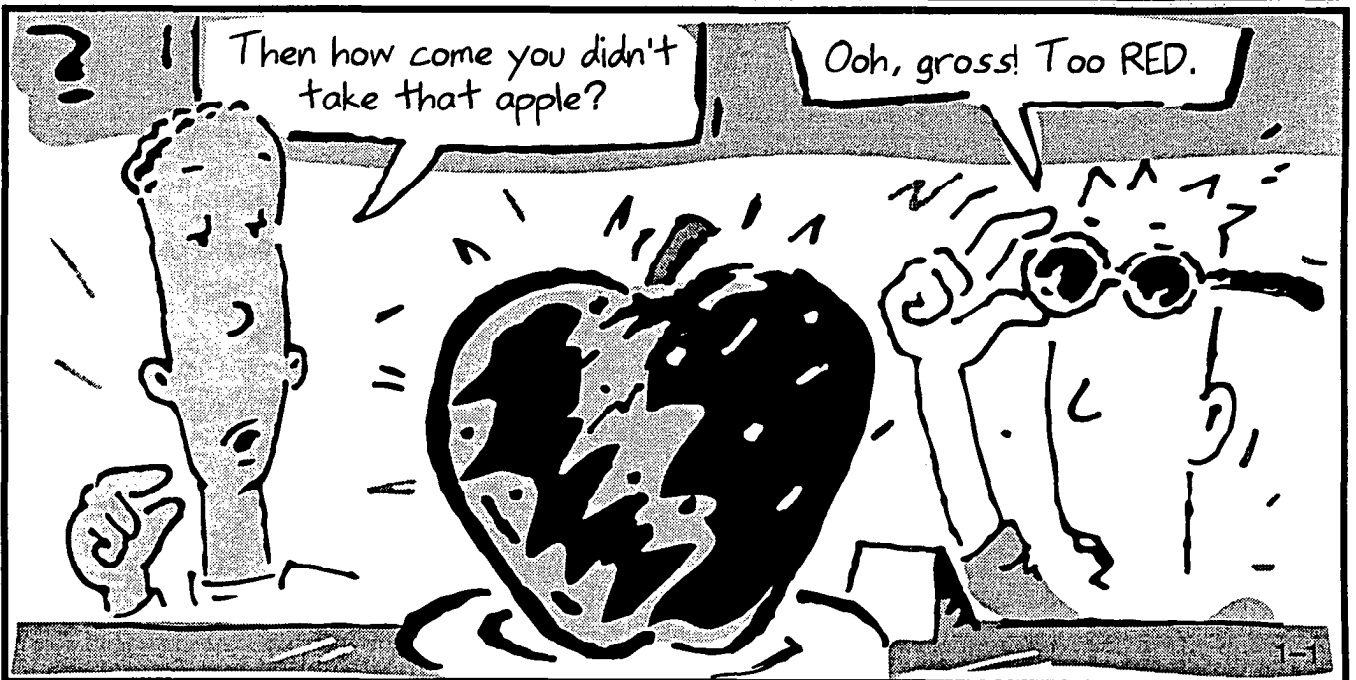
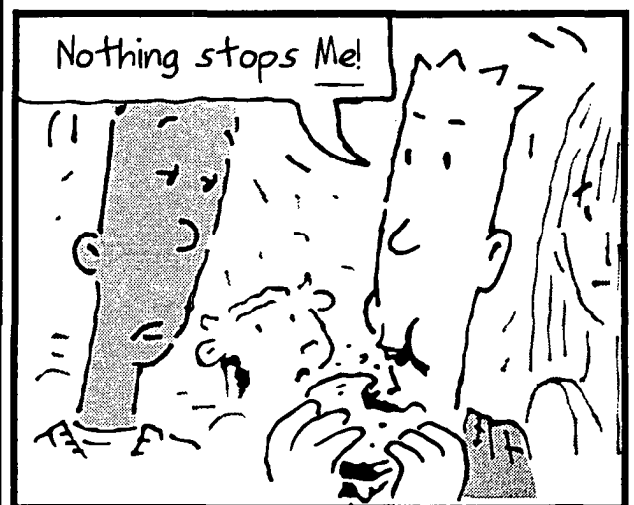
Teens Food Record

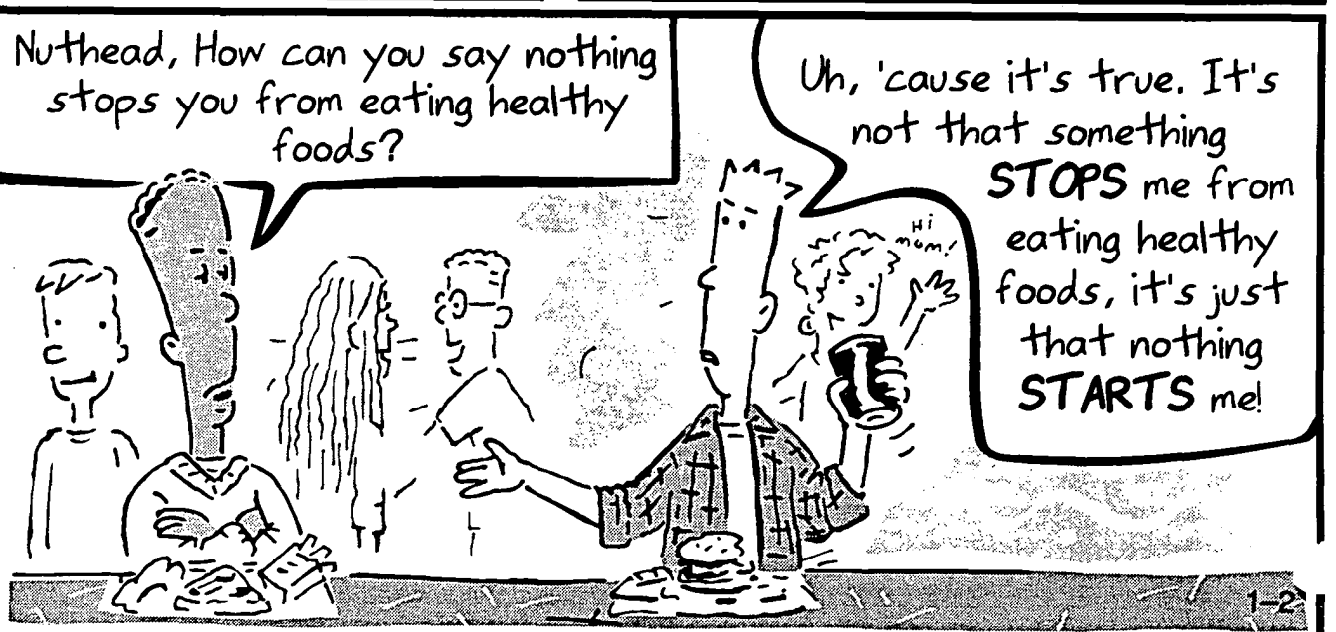
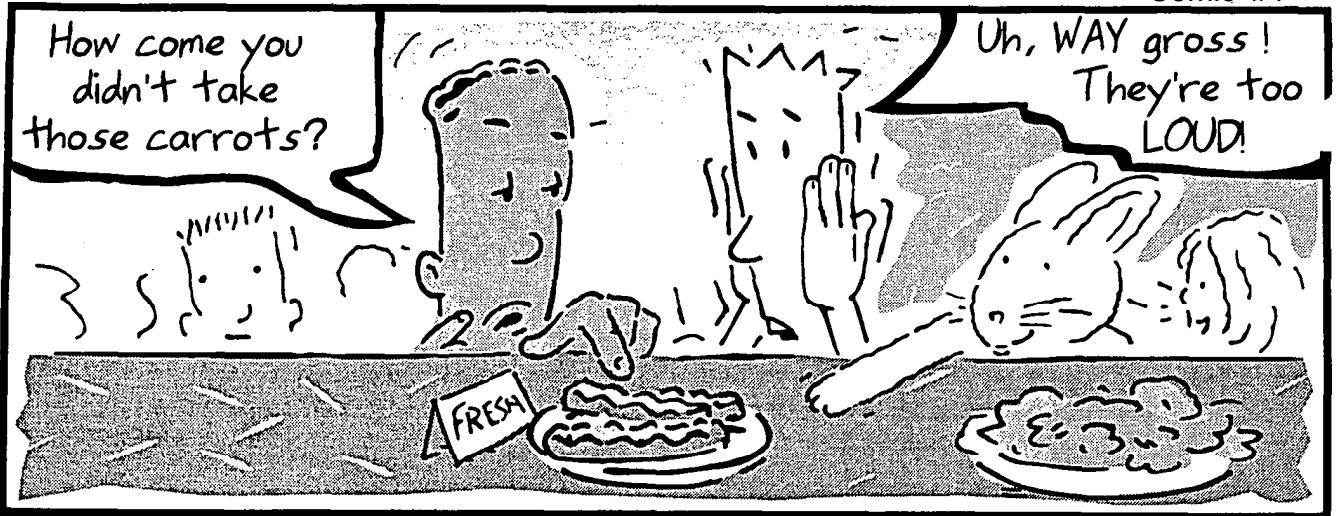
Write down everything you **ATE** or **DRANK** yesterday. If you did not eat a meal or snack, leave that section blank.

Food and Beverages I ate yesterday	
Breakfast (or before school)	
Snack	
Lunch	
Snack	
Dinner	
Snack	

CHEESEWIZ and NUTHEAD

1



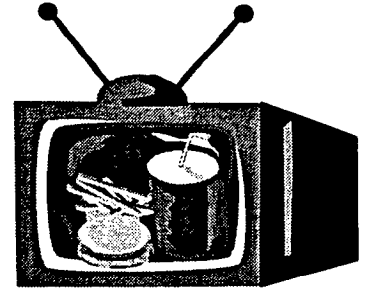


Mad About out the Media

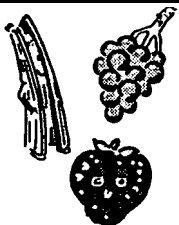


Directions:

Watch at least one sit-com or drama (with your parent/guardian's permission). Write down the name of the show, and record any time food was being eaten or even talked about, who ate or drank the food (non-alcoholic beverages only), and why. On the back, write down what food commercials were shown and how you think the advertiser was trying to influence you to buy their product or visit their restaurant.



TV Show	Food Eaten	Who Ate/Drank it?	Why were they eating/drinking?



Mad About the Media (Continued)

COMMERCIAL MESSAGE ABOUT THE FOOD/NON-ALCOHOLIC BEVERAGE OR ABOUT EATING

Food Advertised	How was the ad trying to influence you?

Super Snacks

Teens
1-12

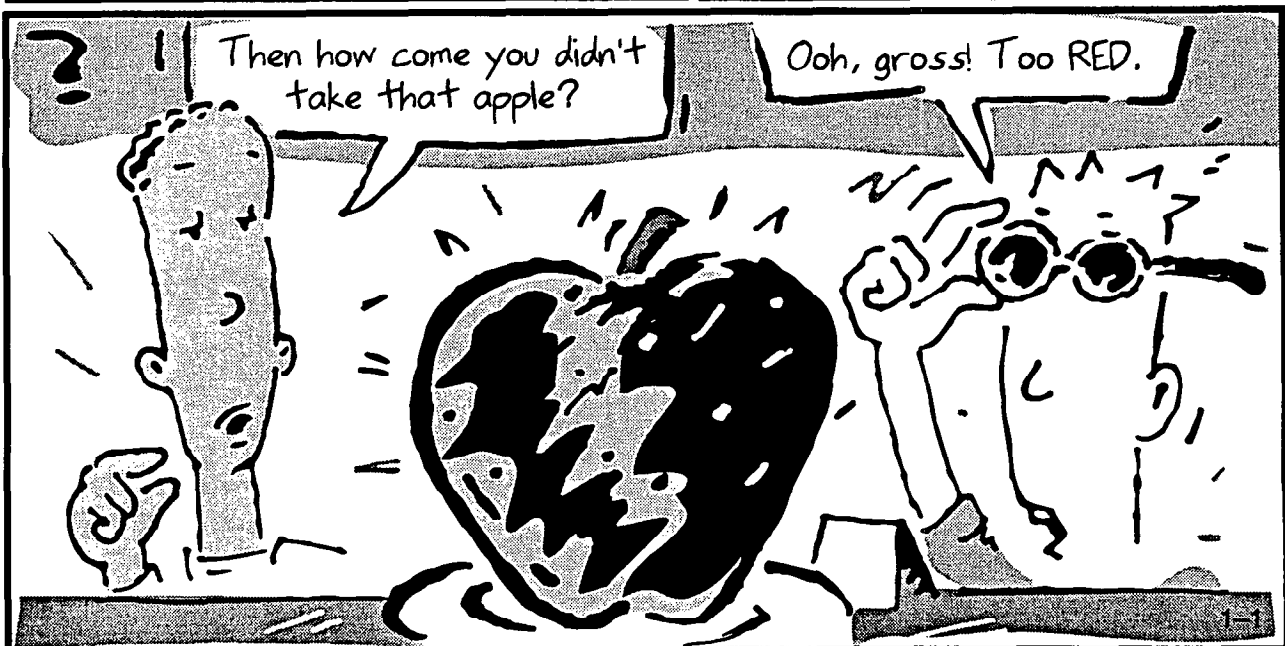
Super Snacks List

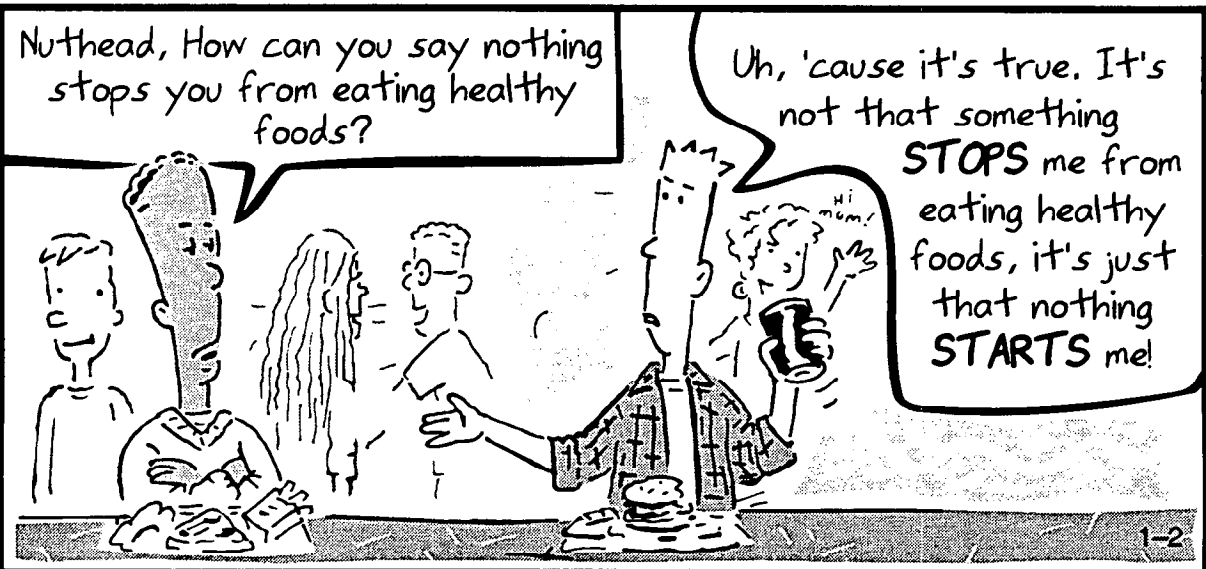
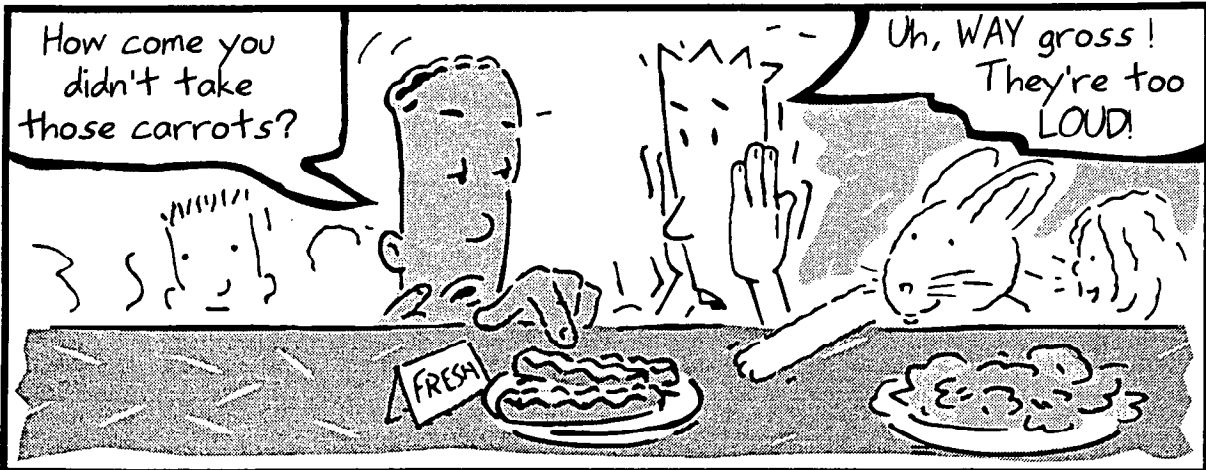
Snack	RATING					I would buy this for myself:		A great time to eat this snack would be:
	1 Yuck!	2 Not Very Good	3 Okay	4 Pretty Good	5 Great!	YES	NO	
1.	1	2	3	4	5	• YES	• NO	
2.	1	2	3	4	5	• YES	Ž NO	
3.	1	2	3	4	5	Ž YES	Ž NO	
4.	1	2	3	4	5	Ž YES	Ž NO	
5.	1	2	3	4	5	Ž YES	Ž NO	
6.	1	2	3	4	5	Ž YES	Ž NO	
7.	1	2	3	4	5	Ž YES	Ž NO	
8.	1	2	3	4	5	Ž YES	Ž NO	
9.	1	2	3	4	5	Ž YES	Ž NO	
10.	1	2	3	4	5	Ž YES	Ž NO	
11.	1	2	3	4	5	Ž YES	Ž NO	
12.	1	2	3	4	5	Ž YES	Ž NO	
13.	1	2	3	4	5	Ž YES	Ž NO	
14.	1	2	3	4	5	Ž YES	Ž NO	



CHEESEWIZ and NUTHEAD

1







SESSION TWO Media Mania

OBJECTIVES:

Students will be able to:

1. Identify media messages about foods and beverages on TV.
2. Analyze how the media messages given on TV try to influence consumers.

Session Two Outline

Approximate Time	Activity	Audio/Visual	Materials
10	1. Potato Demonstration		Potato*, 1 large and 1 supersize McDonald's French fries containers 1 measuring teaspoon Transparency #3
5	2. CheeseWiz and Nuthead	Overhead Projector	Comic #2 Transparency #4 and #5
15	3. Mad About the Media Discussion		Butcher-block paper Marker, Tape
15	4. Assignment, Snack, Snack Rating, and Parent Pack #1		Assignment #3-Foods for Moods Transparency #6 Snack Parent Pack #1
Total 45			

*It is best to bring in a real potato. If that is unavailable, use the picture on page 8.

ACTIVITY ONE: Potato Demonstration



Students may ask how many calories are in one gram of fat. There are 9 calories per gram of fat. An excess of 3500 calories leads to one pound of body fat.

- A. Remind students that their assignment for today was to watch a TV show and the advertisements in it.

EXPLAIN:

TV stations make a lot of money from advertising. Companies pay millions of dollars to advertise their products on prime time TV. Where do they get all that money? From you! You often pay a lot of extra money for what you buy. I will show you an example.

B. Show students a potato (or picture of a potato). Explain that potatoes are a great food because there are so many ways to prepare them.

C. **ASK:**

What is the main way that teens eat potatoes? (*French fries and chips.*)

D. Show the students the large size McDonald's French fries container.

ASK:

About how many large size servings of McDonald's French fries could you make from one average potato? (*1-1/3— an average potato weighs 8 ounces, and a large serving of fries weighs 6 ounces*)

E. Using **Transparency #3, ASK THE STUDENTS THE FOLLOWING QUESTIONS.** Reveal the answers as you explain them.

1. How many grams of fat do you think is in one potato with a teaspoon of butter (or a pat of butter) on it? Show the measuring teaspoon. (*4 grams of fat*)
2. How many grams of fat do you think is in one large size serving of McDonald's French fries? (*22 grams of fat*)
3. How much do you think the potato costs? (*Potatoes cost 26 cents per pound, or less than 2 cents per ounce, so an average potato costs 13 cents.*)
4. How much do the large fries cost? (*\$1.27 and 9.75 cents of that is for the potato*)

F. **SUMMARIZE BY SAYING:**

The amount of potatoes used in a large McDonald's fries would cost about 10 cents and fries cost \$1.27. You are actually paying \$1.17 extra just for the fat, packaging, and advertising.

G. Remind students that a large order of fries has 22 grams of fat.

ASK:

1. How much fat do you think is in a small order of fries? (*10 grams of fat*)
2. How much fat do you think is in a supersize fries? (*26 grams of fat*)

H. EXPLAIN:

Your fries may not be the only thing to be supersized. If everything stayed the same, but you ate one extra serving of small fries twice a week for a year, you would gain 6 pounds.

If you ate one extra serving of large fries twice a week for a year, you would gain 13 pounds. Make that 16 pounds every year for supersize fries!!!

ACTIVITY TWO: CheeseWiz and Nuthead

- A. Explain that they will begin today's TEENS session by reading another CheeseWiz and Nuthead comic.
- B. **Distribute one CheeseWiz and Nuthead Comic #2** to each student.
- C. **Project Transparencies #4 and #5** and read the comic aloud, or ask students to read the comic aloud by taking on the role of CheeseWiz and Nuthead.
- D. Briefly **DISCUSS** the comic by asking the following questions:
 - 1. Can anyone think of examples in the media where dating or romantic situations happened around food, or friends are shown eating and talking together, either in a restaurant or at a meal?
 - 2. Eating is part of many social situations where the emphasis isn't really on the food. Can anyone give examples of this that they've seen on TV or in real life; for example, having a business meeting at a restaurant or a blind date?

ACTIVITY THREE: Mad About the Media Discussion

- A. Discuss the students' viewing of a TV sit-com or drama and commercials by asking the following questions. (Assignment from Session 1) As they answer, write their answers on the board or on sheets of butcher-block paper, taped on the wall or board, using these categories:

- Shows
- Foods eaten
- Who ate/drank?
- Why were they eating/drinking?
- Messages about food/eating?
- What foods were advertised?
- How was the ad trying to influence you?
- How do ads target teens?

Students can also add information about shows and commercials they have seen at other times.

1. What shows did you watch?
 - How was eating part of the show?
 - How many times was food a part of the show? Is that what you expected?
2. What kinds of food were people eating?
 - Was anybody eating any healthy foods? What were they?
 - Was anybody eating any fruits or vegetables?
3. Who was eating?
4. Why were people eating? (*hungry? bored? stressed? others were eating? parent made them?*)
5. What do you think were the messages about food or eating in this show?
 - What was most memorable about the part of the show or commercial that involved eating?
 - Was anybody dieting or deciding not to eat?
6. What foods or restaurants were advertised?
7. How was the ad trying to influence you?
 - What messages about food were in the advertisement?
8. How do these ads target teens specifically?
 - Can you think of any other ads for food that are aimed at teens?

B. Ask if any students did their assignment using billboards or magazines. If so, ask what they found.

C. **SUMMARIZE** by saying:

When you watched for it, you saw lots of eating in the media. People who advertise food products try to influence what we eat. They do this by trying to get us to believe that eating certain foods or drinking certain drinks will benefit us in some way, such as making life more fun, helping us be accepted by friends, making us healthier, or even having us associate the food with a famous person or kind of music.

Seeing how often food is part of these TV shows makes us realize how much eating is a part of our lives. We talk, socialize, make decisions, laugh, cry, get depressed, celebrate - all while we are eating. Sometimes, we even eat **because of** the moods we are in, or the people we are with. Moods, people, places, and situations become cues to eating, which we will talk about in a few minutes.

ACTIVITY FOUR: Assignment, Snack, Snack Rating, and Parent Pack

A. **EXPLAIN:**

Advertisements for food are designed to make us want to eat the food. Whenever we feel the urge to eat due to a trigger or cue, such as being hungry, bored, or stressed, the food companies want us to choose their product. In TEENS, we will figure out what your eating cues are, and how to react to them in a healthier way so that you are eating the kinds of foods that will give you lots of energy and help your body grow and be strong.

B. Distribute **Assignment #3, FOODS FOR MOODS** to each student.

C. Tell students they will be filling out their sheet over the next three days, but just for the **time period from after school until they go to sleep.**

EXPLAIN:

This is like a food record; however, it also looks at WHY you eat. Knowing what cues you use when you eat will help you cut down on fat and eat more fruits and vegetables. You will be filling out the assessment for three days and looking at what you eat and how you are feeling at the time. For example, are you bored, stressed or excited? Who are you eating with (friends? family?), and where are you eating? You will be writing this information down for the time period from after school until you go to sleep. By doing this for three days you might be able to see some patterns in your eating habits.

D. Project **Transparency #6** which is a sample of the assessment as it was filled out by Nuthead.

- E. Go through the example to show students how to fill in their own assessment.
- F. Distribute **one snack to each student**. Explain that this is another low-fat snack for them to taste.
- G. As time permits allow students to begin filling in their assessment for yesterday if they know what they ate during the time period between the end of school and when they went to sleep.
- H. Remind students that they are to complete the assessment for three days and bring it in on _____
(Date of session four)
- I. Tell **students to take out their SUPER SNACKS LIST** that they put in their folder last time.
- J. Tell students to write the name of the snack they tasted today next to #2 on the list and rate it. Ask if they would buy it for themselves.
- K. Tell students that during TEENS, their parents will be receiving three packets of materials, just as they did last year.
- L. Hold up a **TEENS Parent Pack 1**, and announce to students that a pack like this will be sent home to their parents or another adult in their home.

Briefly explain the contents of the parent packs as follows:

Letter - Explains TEENS program and the **TEENS Parent Packs** to family.

Tip Sheet - Includes ideas and hints to help the family discover different ways to eat lower fat snacks and meals and how to eat more fruits and vegetables.

Recipes - Quick and easy recipes for some great tasting snacks or meals.

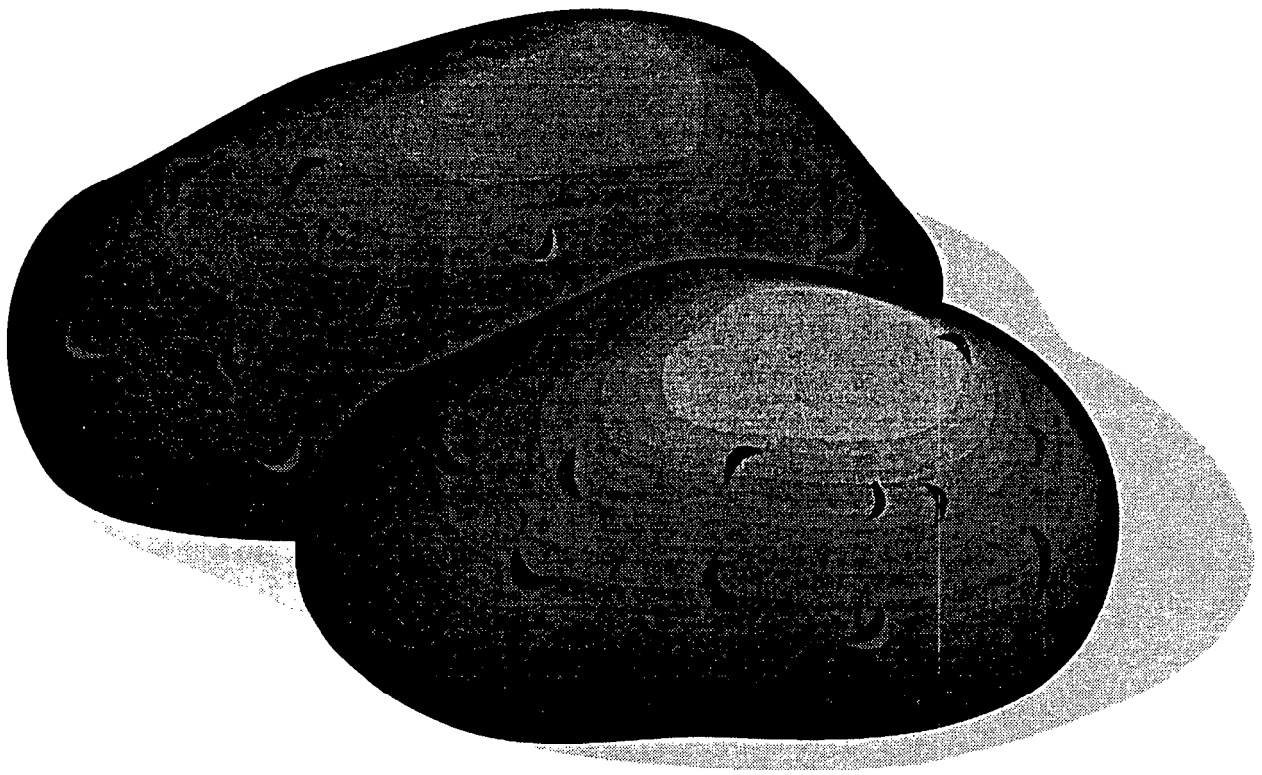
TEENS Coupons - Special coupons designed just for the TEENS program. Each coupon gives an activity for an adult and/or a teen to complete, such as preparing and eating different meals or shopping for fruits and vegetables or figuring out low-fat snacks to eat at home, etc.

After parents and/or the teens do the activity on the coupon, they return the coupons to the teacher (Designate a box or envelope for the coupons.)

At the end of the TEENS Program, one coupon will be drawn to win a prize.

The more coupons the family returns, the more chances they have to win the drawing!

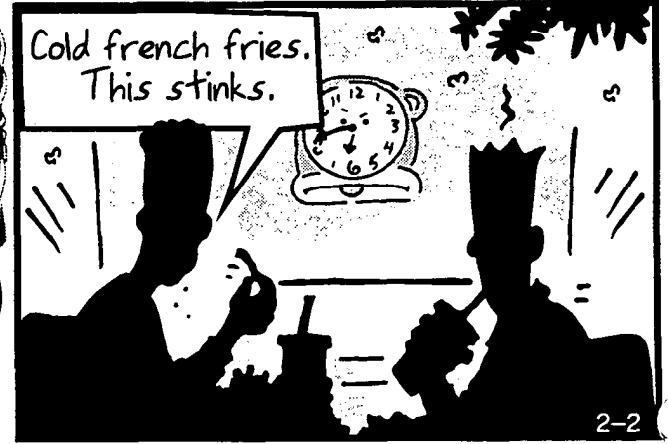
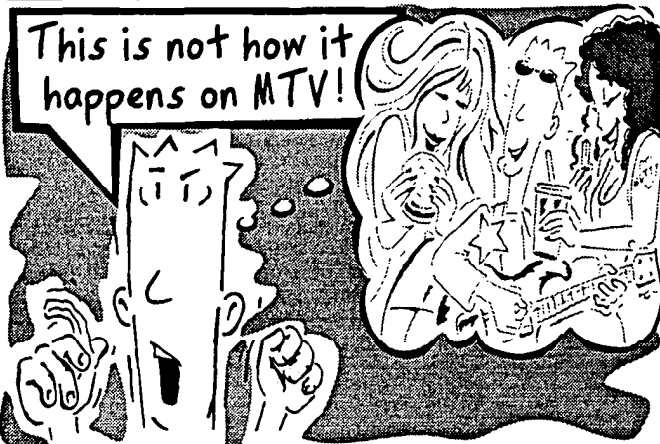
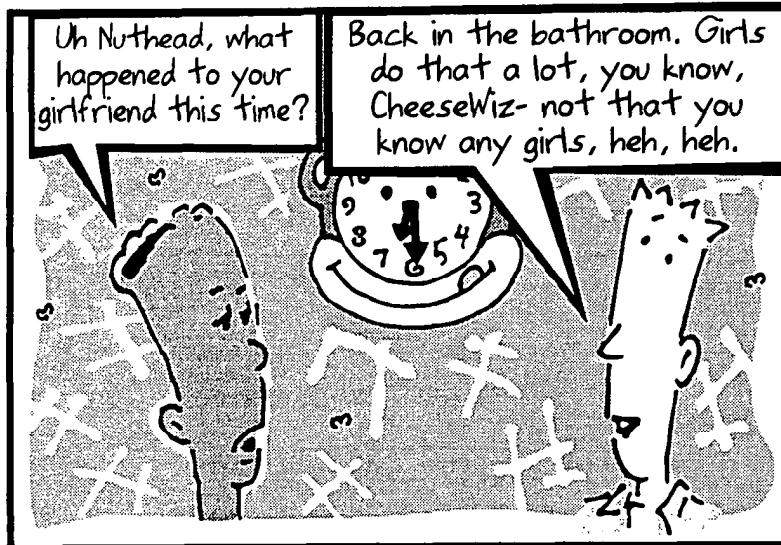
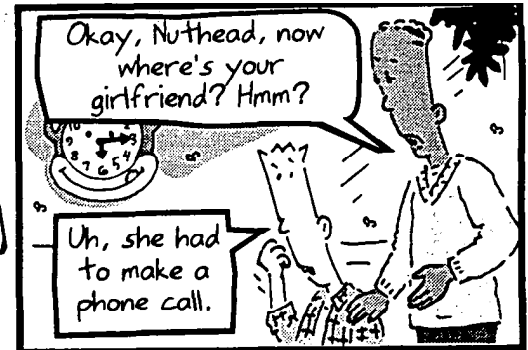
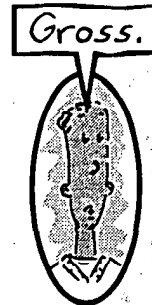
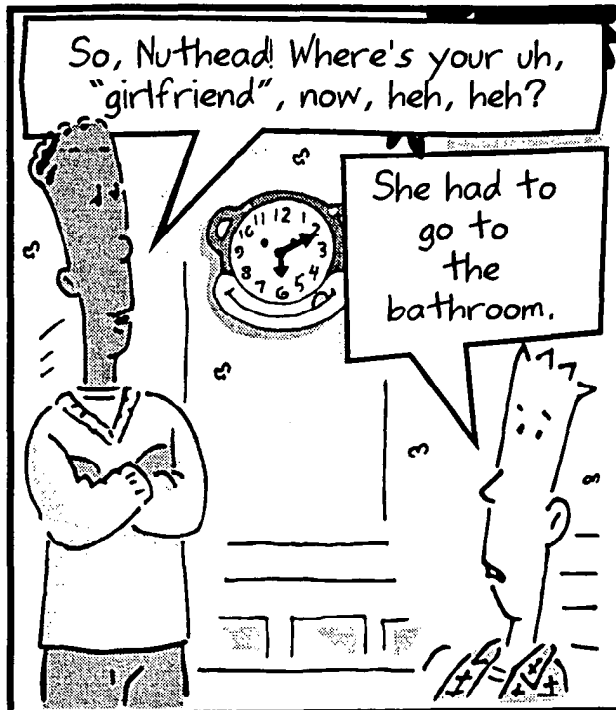
M. Hand out Parent Pack #1 to each student.

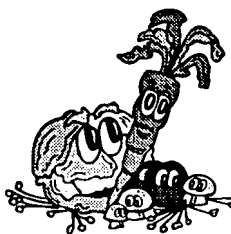


CHEESEWIZ and NUTHEAD

2

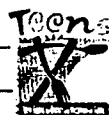






Name: _____

Date: _____



FOODS FOR MOODS



A	B	C	D	E	F	G	H
Write down the <u>time</u> you eat or drink something. (From after school until bedtime)	Write down <u>everything</u> you eat or drink. (From after school until bedtime)	How <u>hungry</u> were you when you ate?	How were you feeling when you were eating? (Circle your answer)	Who were you with while you were eating? (Mom, dad, brother, sister, friend, alone, etc.)	<u>Where</u> did you eat? (School, car, restaurant, livingroom, bedroom, etc.)	What were you <u>doing</u> while you were eating? (On the phone, watching TV, studying, hanging out with friends etc.)	How did you feel when you were <u>finished</u> eating? (Check one box)
		<input type="checkbox"/> 0=Not at all hungry <input type="checkbox"/> 1=Kind of hungry <input type="checkbox"/> 2=Pretty hungry <input type="checkbox"/> 3=Starved	Sad Happy Mad Tired Bored Stressed Other _____				<input type="checkbox"/> 0=Still Hungry <input type="checkbox"/> 1=Satisfied <input type="checkbox"/> 2=Stuffed
		<input type="checkbox"/> 0=Not at all hungry <input type="checkbox"/> 1=Kind of hungry <input type="checkbox"/> 2=Pretty hungry <input type="checkbox"/> 3= Starved	Sad Happy Mad Tired Bored Stressed Other _____				<input type="checkbox"/> 0=Still Hungry <input type="checkbox"/> 1=Satisfied <input type="checkbox"/> 2=Stuffed
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Today I ate: ☐ Breakfast ☐ Lunch ☐ Dinner

Teens

2-11

Session 2

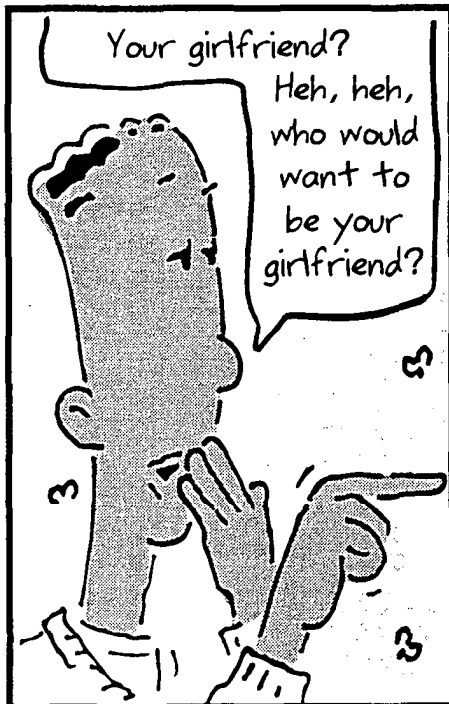
Assignment #3

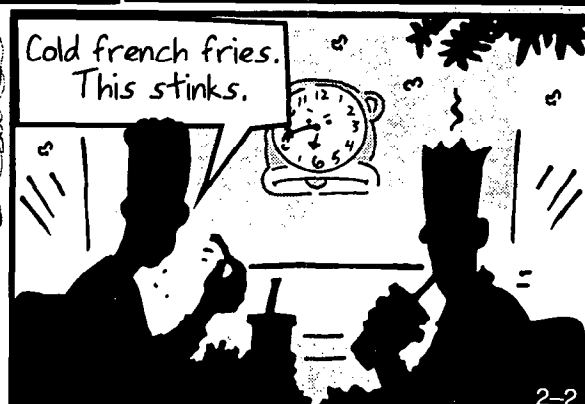
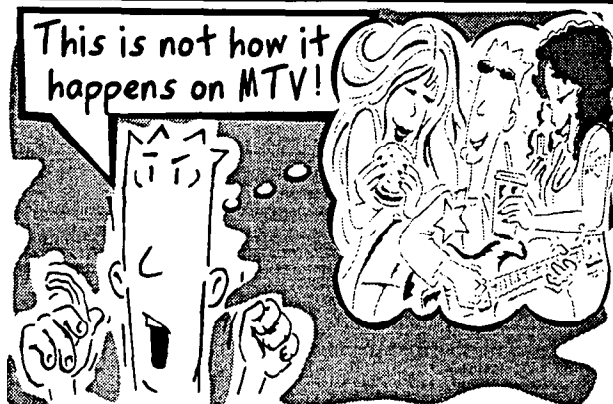
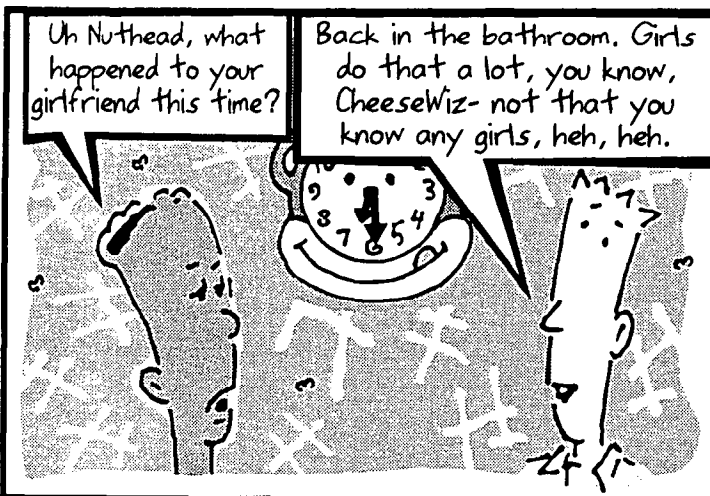
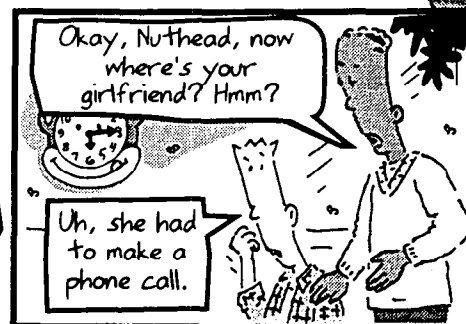
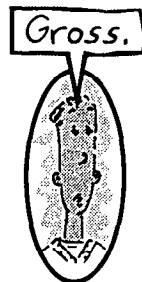
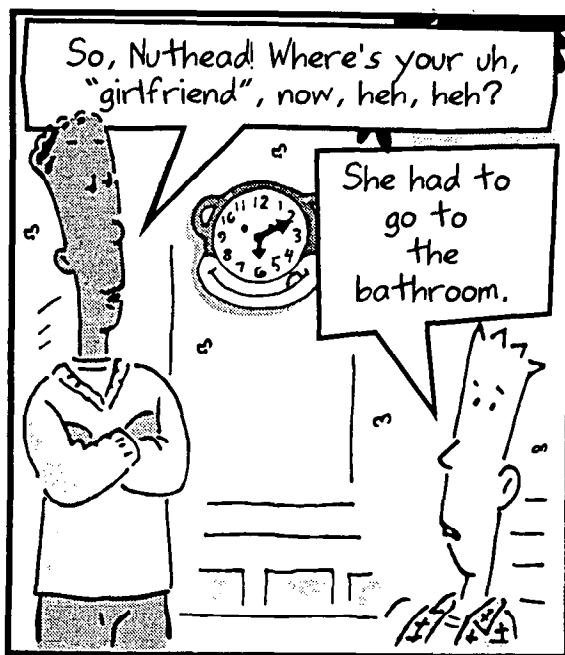


- 1 . How many grams of fat do you think is in one potato with a teaspoon of butter on it?
(4 grams of fat)
2. How many grams of fat do you think is in one large sized serving of McDonald's French fries?
(22 grams of fat)
3. How much do you think the potato costs?
(potatoes cost 26 cents per pound or less 2 cents per ounce; an average potato costs 13 cents)
4. How much do the large fries cost?
(\$1.27 and 9.75 cents of that is for the potato)

CHEESEWIZ and NUTHEAD

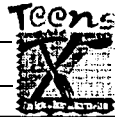
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Date: _____



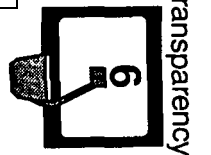
FOODS FOR MOODS



A	B	C	D	E	F	G	H
Write down the <u>time</u> you eat or drink something. (From after school until bedtime)	Write down <u>everything</u> you eat or drink. (From after school until bedtime)	How <u>hungry</u> were you when you ate?	How were you <u>feeling</u> when you were eating? (Circle your answer)	<u>Who</u> were you with while you were eating? (Mom, dad, brother sister, friend, alone, etc.)	<u>Where</u> did you eat? (School, car, restaurant, livingroom, bedroom, etc.)	<u>doing</u> while you were eating? (On the phone, watching TV, studying, hanging out with friends etc.)	How did you feel when you were <u>finished</u> eating? (check one box)
		<input type="checkbox"/> 0=Not at all hungry <input type="checkbox"/> 1=Kind of Hungry <input type="checkbox"/> 2=Pretty hungry <input type="checkbox"/> 3=Starved	Sad Happy Mad Tired Bored Stressed Other _____				
		<input type="checkbox"/> 0=Not at all hungry <input type="checkbox"/> 1=Kind of hungry <input type="checkbox"/> 2=Pretty hungry <input type="checkbox"/> 3=Starved	Sad Happy Mad Tired Bored Stressed Other _____				<input type="checkbox"/> 0=Still Hungry <input type="checkbox"/> 1=Satisfied <input type="checkbox"/> 2=Stuffed
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Today I ate: ☐ Breakfast ☐ Lunch ☐ Dinner

Teens
2-15





SESSION THREE

Raising the Bar

OBJECTIVES:

Students will be able to:

1. Create and taste their own salads using a variety of ingredients.

Session Three Outline

Approximate Time	Activity	Audio/Visual	Materials
5	1. Assignment Check	Overhead Projector	Comic #3 Transparency #7 and #8 Salad Bar Supplies and Food Items Salad Selections List Salad Gold Salad Certificate Awards*
7	2. CheeseWiz and Nuthead		
33	3. Salad Bar		
Total 45			

* You might wish to invite another teacher or the principal to judge the salads.

ACTIVITY ONE: Assignment Check

A. Tell students to take out their **FOODS FOR MOODS** sheet, and to fill in the sheet for what they ate yesterday from after school until bedtime, if they have not already done so.

B. Remind students that they are to have completed the sheet for three different days by

(Date of Session 4)

ACTIVITY TWO: CheeseWiz and Nuthead

A. Distribute one CheeseWiz and Nuthead Comic #3 to each student.

- B. **Project Transparencies #7 and #8** and read the comic aloud, or ask students to read the comic aloud, taking on the role of CheeseWiz and Nuthead. Ask if students were surprised at the type of bar CheeseWiz was talking about.
- C. Ask how many students have been to a salad bar at school if they have it, or at a restaurant, and why they like salad bars.
- D. Explain that today they will be setting up their own salad bar and each small group will have the opportunity to make their own salad.

ACTIVITY THREE: The Salad Bar



Set up the salad bar as much as possible before the class begins. It works well if the lettuce is already divided up into large bowls - one bowl per group.

- A. Divide the students into their small groups.
- B. Give students the opportunity to wash their hands.
- C. Give each student a pair of plastic gloves which will be collected at the end of class.
- D. Show students the items in the salad bar.
- E. **Distribute the Salad Selections List** to each small group. Tell them what items from this list are included in today's salad bar. They can check them off on their list so they know what is available.
- F. Assign one of the following themes or occasions for which they should make their salad.
 1. Party for the football team
 2. Party for someone who just got his or her driver's license
 3. Party for someone moving to New York City
 4. Party for someone leaving for a trip to Hawaii
 5. Party for someone's fourteenth birthday
 6. Party for someone who just got his or her braces off
 7. Victory party for the new class president
 8. Cast party for _____
(Last play at your school)
 9. Other, or student's theme of choice (approved by teacher) _____

- G. Allow time for the students to discuss what they would like in their group salad.
- H. Remind students that when they come up to take the ingredients, they should use tongs, forks, or spoons, and not their fingers. Also, when they are preparing their salads, they should remember not to put food in their mouths with their fingers.
- I. Explain that one person from each group will come up and get the ingredients. Tell students there will be a CheeseWiz and Nuthead award for the most creative salads. *(Possible categories: Most creative, most colorful, most original, most vegetables used, most thematic, most detailed.) Teachers should use their discretion for handing out awards.*
- J. Tell students to choose one person from their group to get the salad ingredients.
- K. Allow students a few minutes to arrange the salad ingredients in a creative way.
- L. Explain that either you or an invited guest will judge the salad and present the awards. Guests could be teachers, cooks, secretaries, or students from a study hall.
- M. When students have completed their salads, ask the leader of each group to present their salad to the class.
- N. Present the salads with the CheeseWiz and Nuthead “Salad Gold Salad” Awards.
- O. Collect the gloves and **distribute plates and utensils** for students to eat their salads.
- P. Use the clean-up procedure that works best for your classroom.
- Q. As time permits, discuss what the students liked about the salad bar and how they could have more salads at school and at home.

CHEESEWIZ and NUTHEAD**3**

Uh, Nuthead, I've got something cool we could do after school today.

Uh, watch videos?

Nuthead, that's what we do everyday.

Uh, right. It's cool.

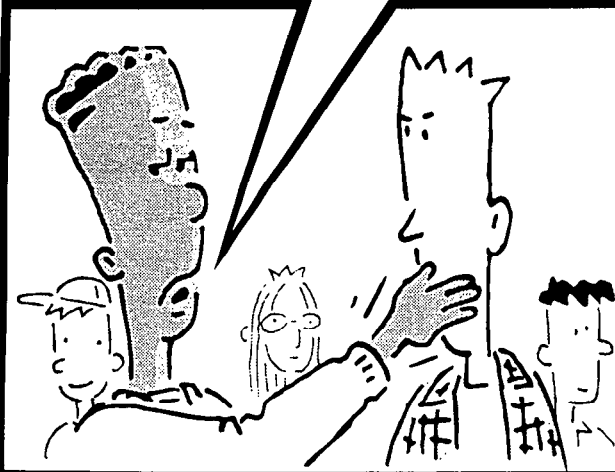
Well, this is even cooler, heh, heh.

Uh, CheeseWiz, what could be cooler than watching videos?

Going to a bar, heh, heh.

GOING TO A BAR?!!

Nuthead, not
so loud!



Like uh, have you
been to one
before?

Yeah.
Cool.

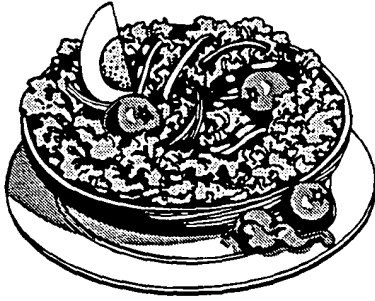
Uh, yeah.
Wanna come?



After school-

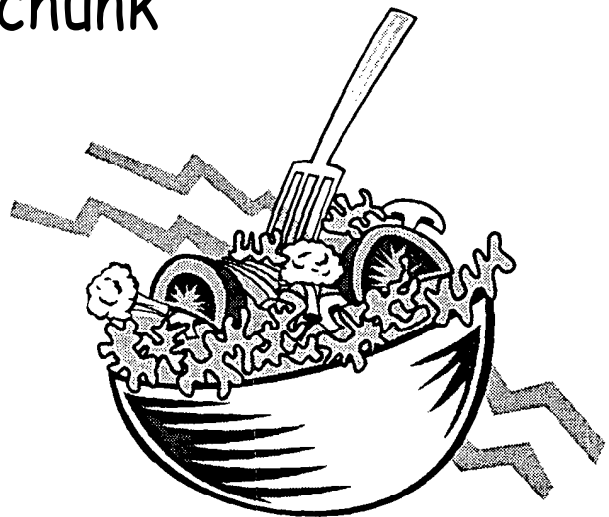
Uh, do they check I.D.'s?

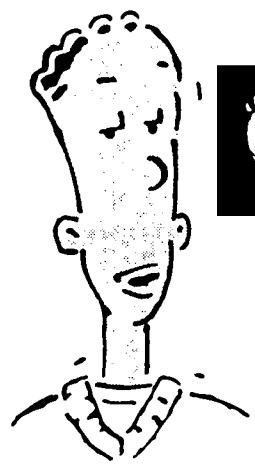




SALAD SELECTIONS

Lettuce
Broccoli
Cauliflower
sprouts
Cucumbers
Cherry tomatoes
Grated mozzarella cheese
Grated low-fat cheddar cheese
Baby carrots
Mandarin oranges
Piheapple chunk
Croutons





CHEESEWIZ and NUTHEAD

Salad Gold Salad Award



Congratulations

for the most _____ salad in Room _____

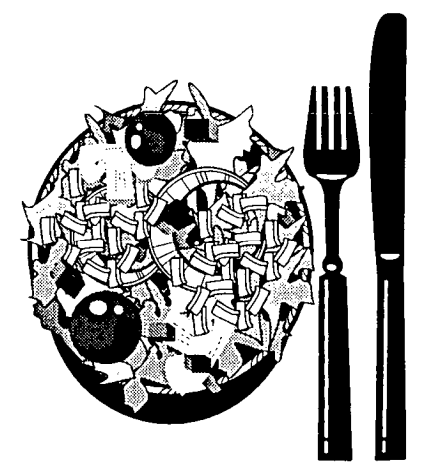


_____ Teacher

_____ CheeseWiz

_____ Nuthead

_____ Date



CHEESEWIZ and NUTHEAD 3

Uh, Nuthead, I've got something cool we could do after school today.

Uh, watch videos?

Nuthead, that's what we do everyday.

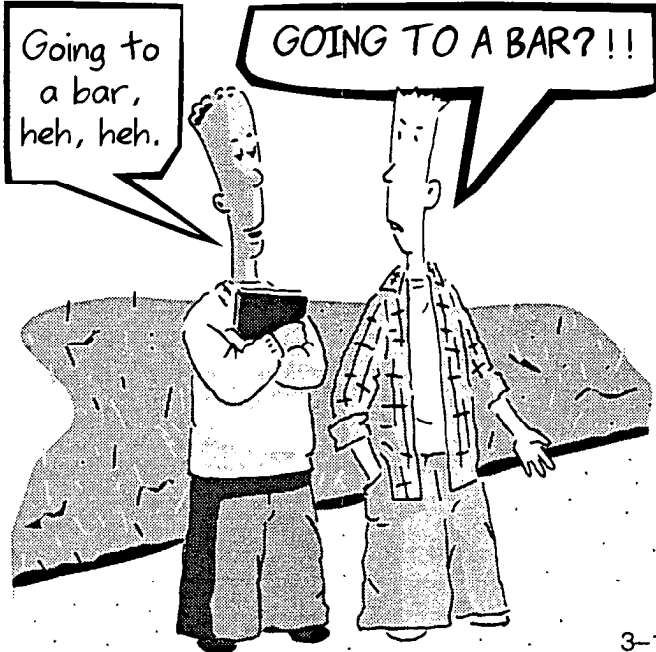
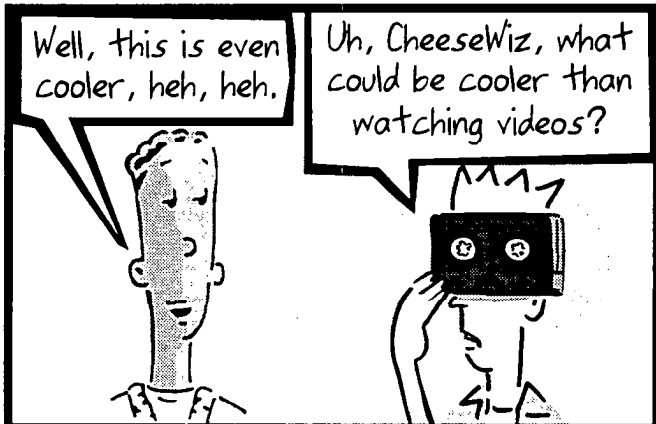
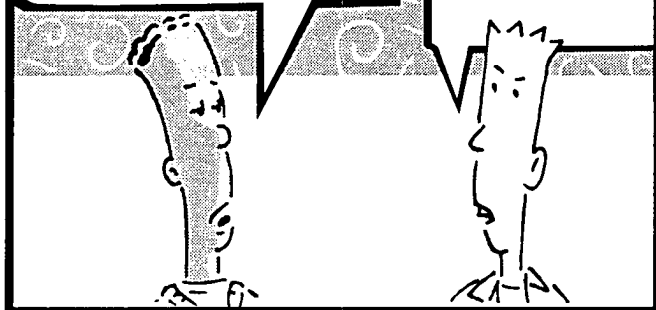
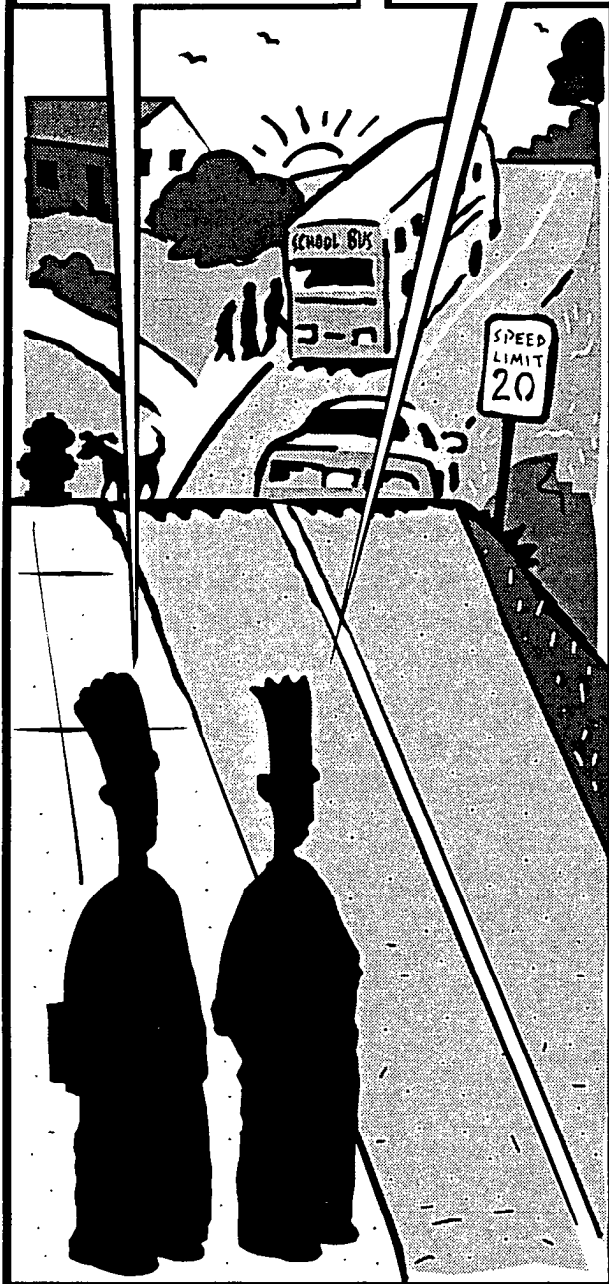
Uh, right. It's cool.

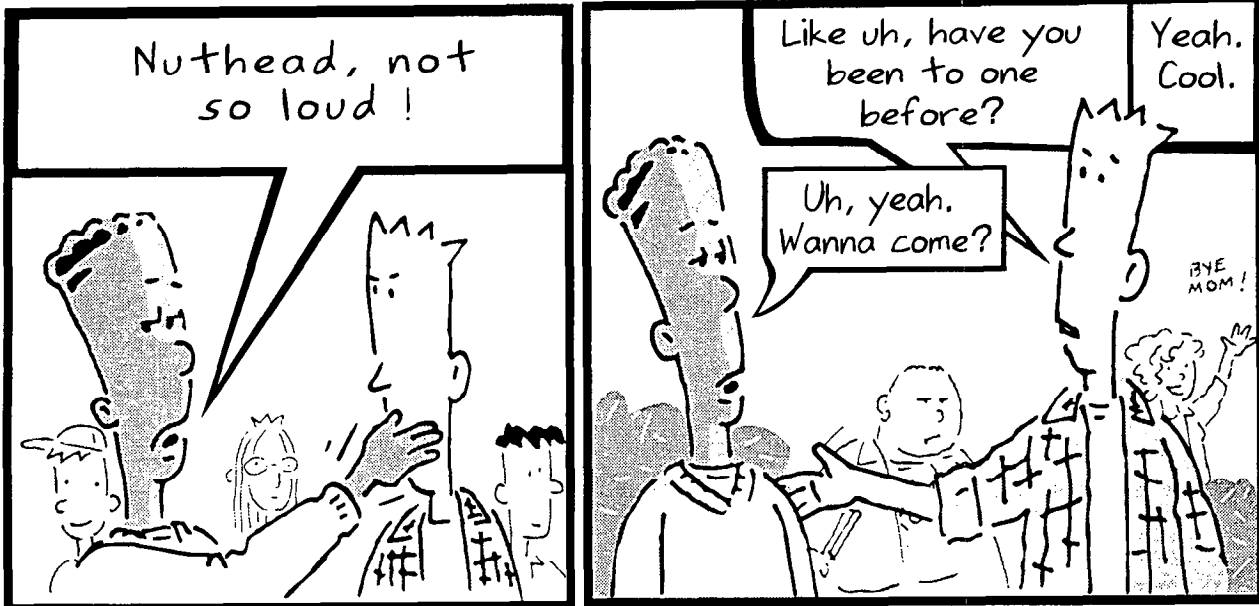
Well, this is even cooler, heh, heh.

Uh, Cheesewiz, what could be cooler than watching videos?

Going to a bar, heh, heh.

GOING TO A BAR?!!





After school- Uh, do they check I.D.'s?





SESSION FOUR Eating on Cue

OBJECTIVES:

Students will be able to:

1. Identify their own eating cues.
2. Identify ways to respond to their eating cues resulting in more fruit and vegetable choices and eating less fat.

Session 4 Outline

Approximate Time	Activity	Audio Visual	Materials
7	1. CheeseWiz and Nuthead	Overhead Projector	Comic #4 Transparency #9 and #10
20	2. Eating CUEbs*		Six Food CUEbs Food CUEb Sheets
10	3. Discussion and Snack		Snack Gimme Good Food Booklet
8	4. Snack Rating and Parent Pack #2		Parent Pack #2
Total 45			

* CUE + CUBE = CUEb (pronounced (KUB))

ACTIVITY ONE: CheeseWiz and Nuthead

- A. Explain that today they will begin the class with a CheeseWiz and Nuthead comic.
- B. **Distribute one CheeseWiz and Nuthead Comic #4** to each student.
- C. **Project Transparency #9 and #10** and read the comic aloud, or ask students to read the comic aloud.
- D. Briefly discuss the comic by asking the following questions:

1. How do situations or cues make you feel like eating even if you're not hungry?
2. Nuthead had a lot of eating cues - watching TV, being stressed or anxious, boredom, or just being with friends. How many of you have some of these same cues?

E. SUMMARIZE BY SAYING:

We all have cues to eating. Eating cues are situations or feelings that make us want to eat even though we may not be hungry. It's not bad to have these cues - in fact, it's very normal. What we do when we are in those situations is the important thing. What kinds of foods do we eat when we're not really hungry? Do we really have to eat in those situations? If the answer is yes, what kinds of choices can we make that will satisfy the need to eat and still be healthy? For example, if you always eat chips when you are studying, you could still get the satisfaction of eating something salty and crunchy by eating fat-free pretzels or light microwave popcorn, or baked tortilla chips. Today, we will be talking about responding to your eating cues.

ACTIVITY TWO: Eating CUEbs



You will be given two sets of CUEbs to accommodate the students in your class. Students can work in their same small groups.

- A. Tell students to take out their **Assignment #3, FOODS FOR MOODS**, their three-day food record. Ask if anyone found any surprises by keeping this record, such as how much or how often they ate, or what their food cues were.
- B. Explain that they will now use this food record and what they know about their own habits and routines to figure out their cues to eating.
- C. Show the students the three Food CUEbs. Explain that each of these CUEbs has different kinds of Food Cues on it. One CUEb has environmental cues, one has feelings or moods and one has time of day. Students will use the CUEbs and their FOODS FOR MOODS sheet to answer the questions. If students did not complete the FOODS FOR MOODS sheet, they should then think about the situations they are in when they eat after school until they go to bed.

- D. Show the students the sheets that match each CUEb by color. Explain that you will divide the group into their small groups (or different groups if necessary), and each group will go to a different place in the room and look at one CUEb. They will then answer the questions about their food cues that are on the colored sheets of paper. They will then move to another CUEb when the teacher tells them to move. There are three CUEbs in all. They should feel free to talk about their cues with each other as they figure them out.
- E. Place each CUEb and its matching sheet in different areas of the room. Designate where each group will start, and tell students to take their FOODS FOR MOODS sheets with them to the first table and take the colored sheets with them as they pick them up at each CUEb station. They will have collected three sheets by the time they are finished.
- F. Allow approximately five minutes at each CUEb.
- G. When students have completed all three CUEbs they are to return to their tables.

ACTIVITY THREE: Discussion and Snack

- A. **Hand out today's snack to the students.** Explain that this is another low-fat snack for them to taste. They will have a chance to rate the snack at the end of class.
- B. Explain that they have now identified some of their eating cues. Discuss the eating cues by asking the following questions:
 - 1. How many had mood cues? Environmental cues? Time cues? If possible make a bar graph on the board or transparency to discover the most common food cues in the class.
 - 2. What kinds of foods do you usually eat in response to these cues?
 - 3. How often do you skip meals? How do you think this affects how and what you eat later?
- C. Remind students that eating cues are not bad, but they are something we should become aware of in ourselves.

EXPLAIN:

So, what can you do about eating cues? You don't have to do anything about them. But, you should think about the best ways to respond to them. Look at the types of foods you are eating when you're not hungry and you're just eating because one of your cues is calling. Are these foods healthy? High in fat? Fruits? Vegetables? Junk food?

ASK:

How could you respond to your cues when you're not hungry? Also, take a look to see how you felt when you were finished eating (Column H). If you felt stuffed most of the time, then you might want to think of an alternative to eating.

D. **SUMMARIZE** by offering these suggestions:

If you are eating when you are not hungry, or if you are too full when you're done eating:

1. **Find something else to do.** If you just want to keep your mouth busy, chew some sugarless gum. If you just want to keep your hands busy, play with a rubber band, a coin, or a pencil, or doodle on a piece of paper. If you're stressed, bored, tired, or angry, find a different way to cope by talking to someone, or doing something active like walking or biking.
2. **Go ahead and eat, but eat something else.** Instead of chomping on chips for an hour of TV, crunch some carrots with dip, apple slices, or chew on some orange sections, grapes, or low-fat snacks like light popcorn or pretzels. Eating fruits and vegetables for snacks is a great way to get more of them into your day.
3. **Eat the junk food, but don't eat a lot of it.** Okay, so you're stuck on junk food. At least eat less of it. Don't eat right out of the bag. Put some chips in a bowl and then eat them, so you don't eat the whole bag without realizing it. Try baked chips. Share an order of fries with a friend so you'll have some room for some healthier food later.

E. **Distribute one CheeseWiz and Nuthead's "GIMME GOOD FOOD, BUT DON'T GROSS ME OUT GUIDE TO GOOD EATING"** booklet to each student.

F. Explain that this guide gives them some useful information about how to make healthy food choices.

- G. Tell them to read the guide before the next class on _____ when they will have a short quiz on it. (Date)
- H. Summarize by reminding students to think about their food cues and the way they respond to them, and to try to respond to them by eating less fat and more fruits and vegetables.

ACTIVITY FOUR: Snack Rating and Parent Pack #2

- A. Tell students to put their Food CUEb Sheets in their folders and take out their **Super Snack Lists** so they can rate today's low-fat snack.
- B. Tell students that the second Parent Pack will be sent to their parents, or another adult in their home, this week.
- C. Hold up TEENS Parent Pack #2 and briefly explain the contents of the Parent Pack as follows:

Briefly explain the contents of the parent packs as follows:

Letter - Explains TEENS program and the **TEENS Parent Packs** to family.

Tip Sheet - includes ideas and hints to help the family discover different ways to eat lower fat snacks and meals and how to eat more fruits and vegetables.

Recipes - Quick and easy recipes for some great tasting snacks or meals.

TEENS Coupons - Special coupons designed just for the TEENS program. Each coupon gives an activity for an adult and/or a teen to complete, such as preparing and eating different meals or shopping for fruits and vegetables or figuring out low-fat snacks to eat at home, etc.

After parents and/or the teens do the activity on the coupon, they return the coupons to the teacher (Designate a box or envelope for the coupons.)

(Continued)

(Continued)

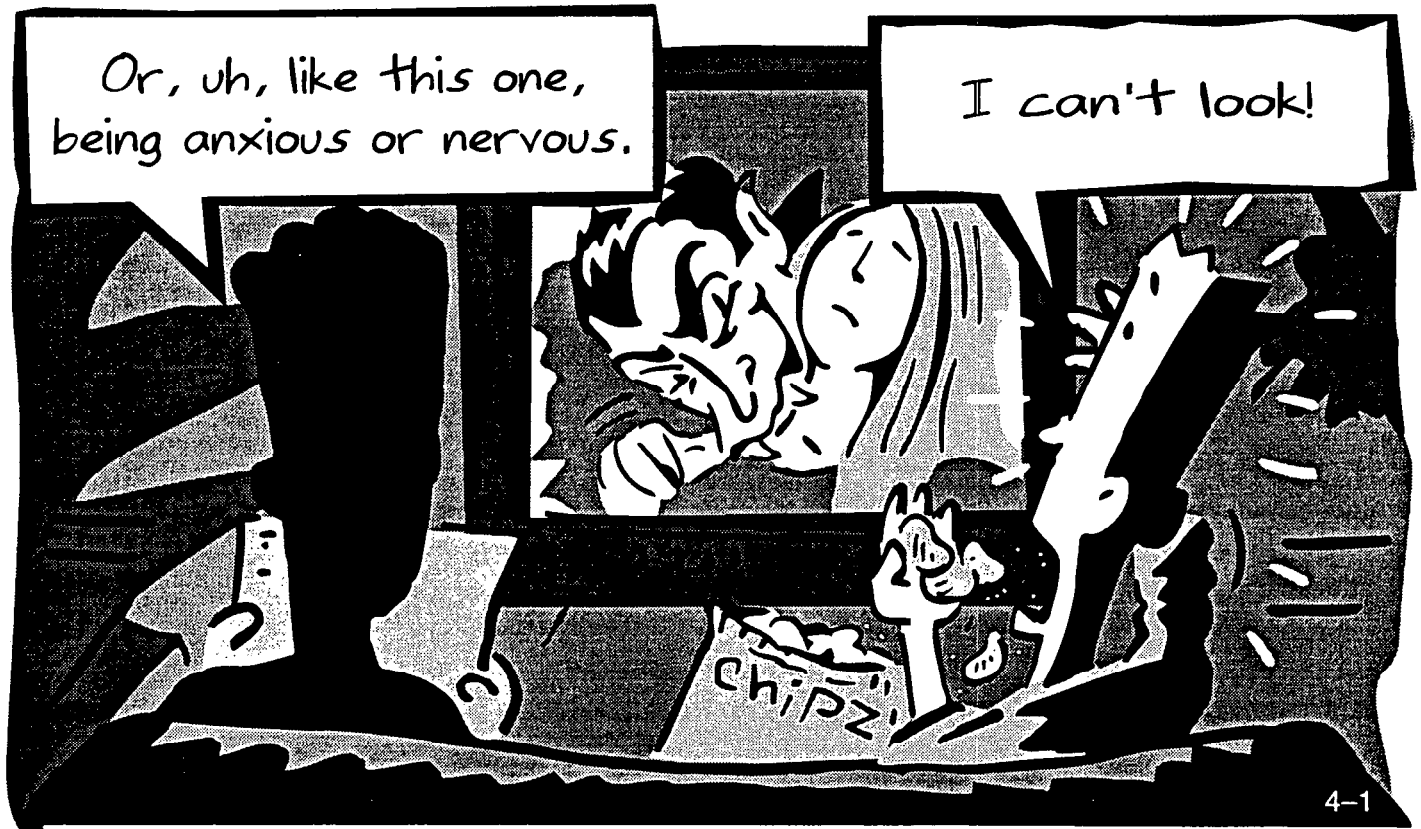
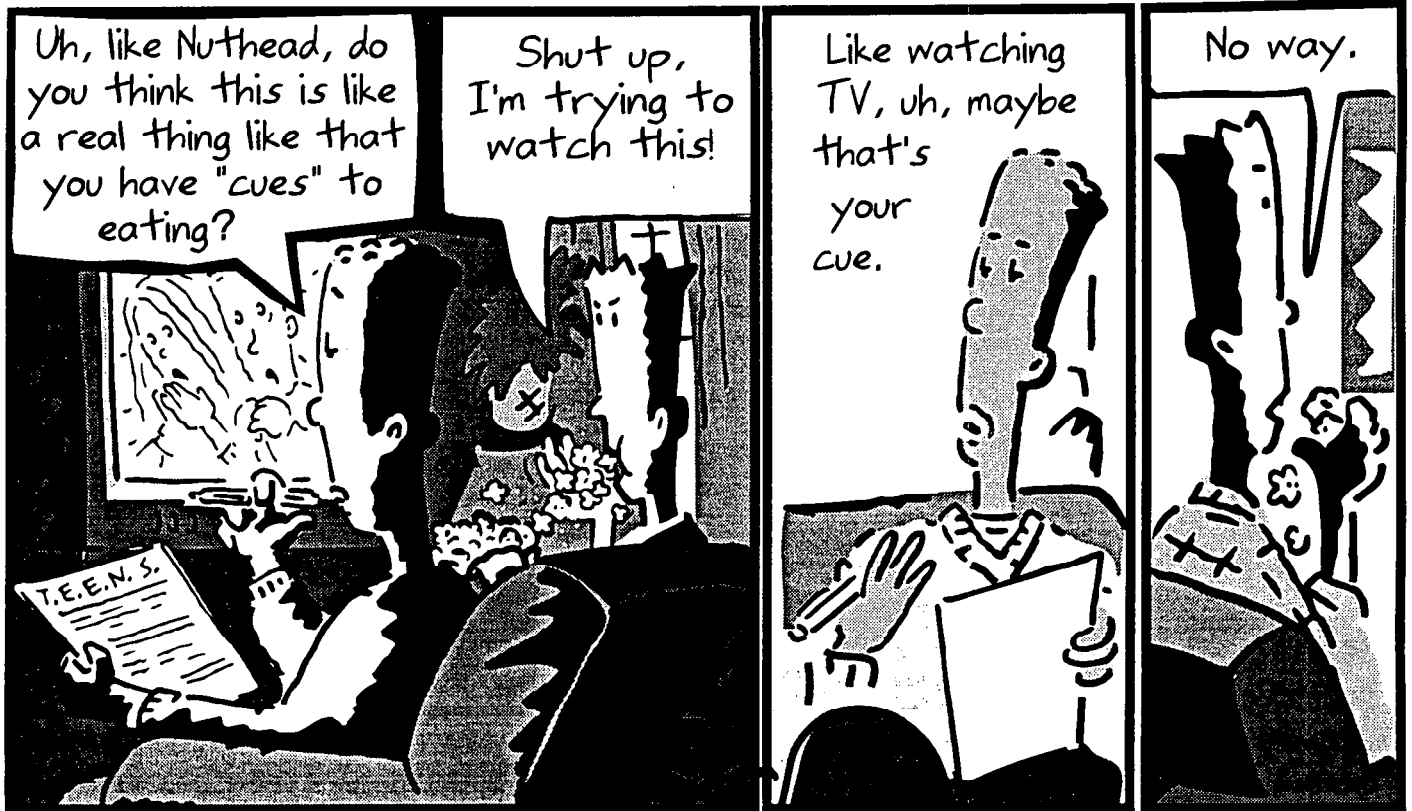
At the end of the TEENS Program, one coupon will be drawn to win a prize.

The more coupons the family returns, the more chances they have to win the drawing!

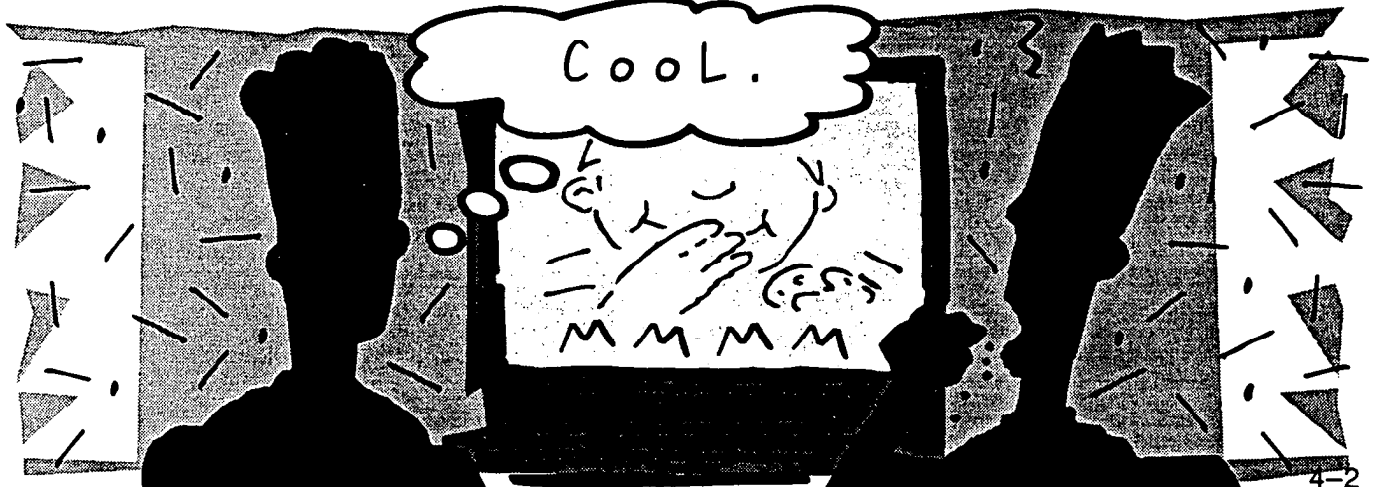
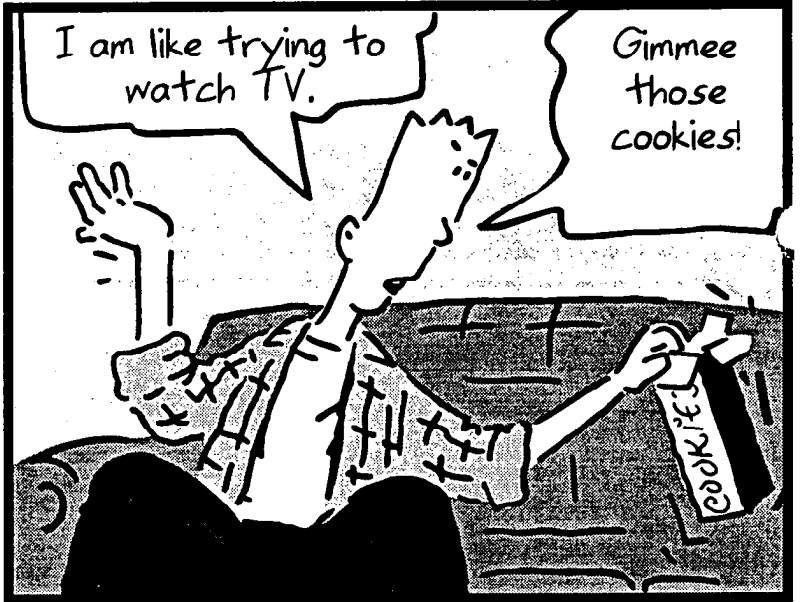
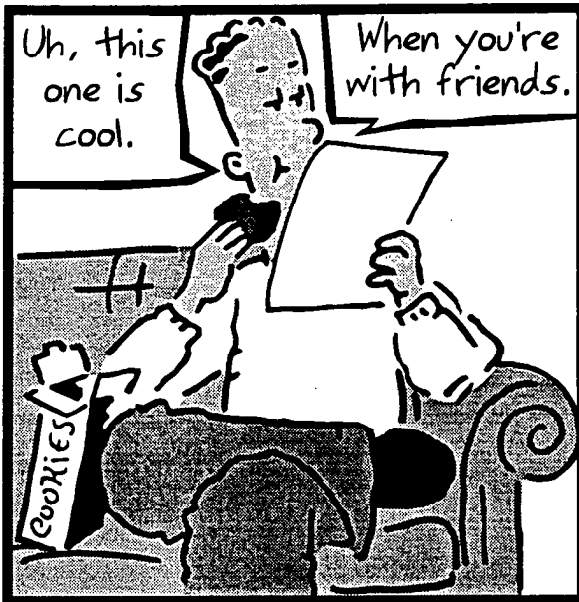
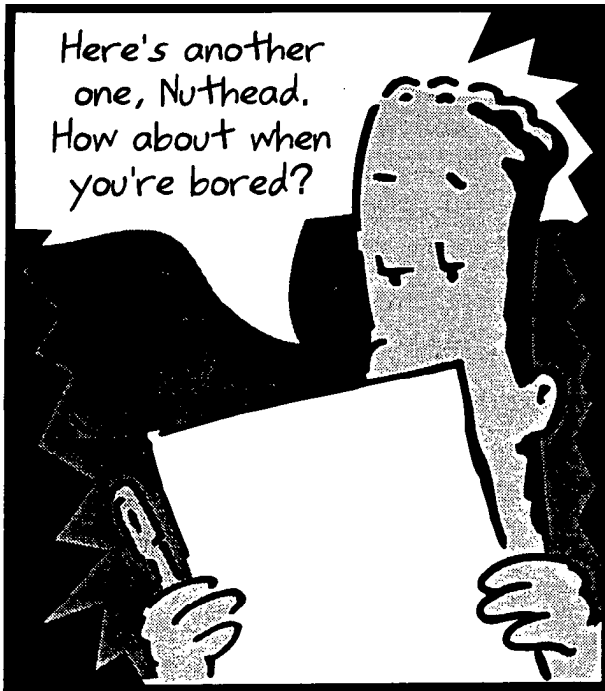
D . Handout Parent Pack #2 to each student.

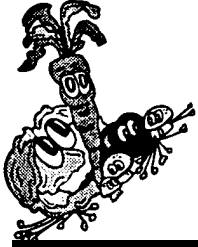
CHEESEWIZ and NUTHEAD

4

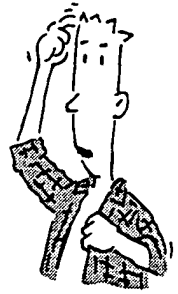


4-1





CUEbs



MOOD CUEbs

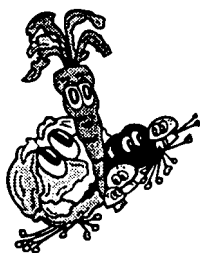
1. Stressed - worried, nervous
2. Sad - depressed, disappointed, rejected
3. Happy - excited
4. Angry - mad, jealous
5. Bored
6. Tired, try to stay awake

ENVIRONMENT CUEb

1. On the way - walking, driving
2. With other people - friends, family, parties
3. Alone
4. Watching TV
5. Doing homework
6. Out - at a restaurant, fast food place, the movies, school dance

TIME CUEb

1. Before lunch - in between class in the hall
2. After lunch - in between class in the hall
3. After school
4. Before dinner
5. After dinner
6. Before bed



MOOD CUE***b***



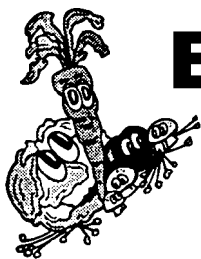
1. What are my mood cues to eating? _____

2. What do I eat? _____

3. I could:

- ☐ Give myself a pat on the back for eating a fruit or vegetable !!
- ☐ Eat the same thing, but less.
- ☐ Eat _____, _____, or _____ instead.
- ☐ Make no changes but watch what I eat later.
- ☐ Do something else instead of eating, like _____, _____, or _____.
- ☐ Eat a fruit or vegetable such as _____, _____, or _____.

Other ideas: _____



ENVIRONMENT CUES



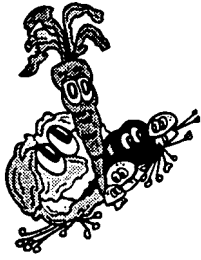
1 .What are my environment cues to eating? _____

2 .What do I eat? _____

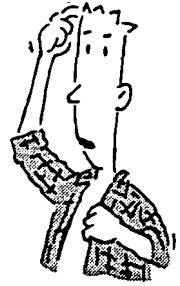
3 .I could:

- ☐ Give myself a pat on the back for eating a fruit or vegetable !!
- ☐ Eat the same thing, but less.
- ☐ Eat _____, or _____ instead.
- ☐ Make no changes but watch what I eat later,
- ☐ Do something else instead of eating, like _____ , _____ , or _____
- ☐ Eat a fruit or vegetable such as _____, _____ , or _____

Other ideas: _____



TIME CUE***b***



1. What are my time cues to eating? _____

2. What do I eat? _____

3. I could:

- ☐ Give myself a pat on the back for eating a fruit or vegetable !!
- ☐ Eat the same thing, but less.
- ☐ Eat _____, or _____ instead.
- ☐ Make no changes but watch what I eat later.
- ☐ Do something else instead of eating, like _____, or

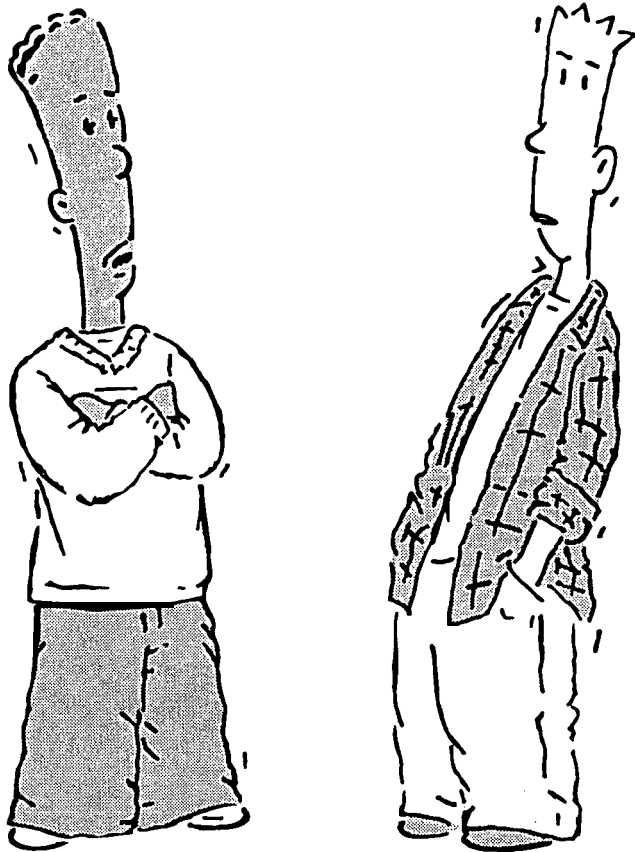
- ☐ Eat a fruit or vegetable such as _____, _____, or

Other ideas: _____

CHEESEWIZ AND NUTHEAD'S GIMMEE GOOD FOOD, BUT DON'T GROSS ME OUT

GUIDE TO

GOOD EATING!



Fruits and Vegetables to the Rescue!!!

Eat as many fruits and veggies as you can whenever you can!!! Take a good look at your body - it's the only one you've got!!! You can take care of it by eating well and getting plenty of physical activity. Your body needs fruits and vegetables to grow and stay healthy, not to mention there is some amazing research that shows eating fruits and vegetables can actually help prevent some kinds of cancers. Fruits and vegetables make great snacks. Try baby carrots with dip, microwave a baking potato, or use salsa as a dip. Salads are available in school lunches and already prepared in bags at the grocery store. Add a salad with your slice of pizza, and you'll be doing your body a big favor!!

Here a Fat, There a Fat, Everywhere a Little Fat

Your teen years are an exciting time, when you need all the energy you can get!! Don't sleep through it by eating too many fats and sweets. Sure, your body does need some fat, but overloading on foods that are high in fat can leave you without the energy to have fun and do well in school. There are tons of low-fat foods available, because that's what people want. If they didn't sell, they wouldn't make them. So, don't get left behind the rest of the crowd. You can have the crunch, the salt, the sweet, and the taste, and still eat less fat.

Put Down the Pop!

You've been hearing an adult tell you to drink your milk since you were in kindergarten. There's good reason for that. Your body needs the calcium in milk and other dairy products to grow and be strong. Over half of your adult skeleton is formed in your teen years. If your body only has bubbles and sugar to work with, you're out of luck!!! Drinking a lot of pop fills you up, so you don't have room for the kinds of foods your body really needs to grow and develop. And by the way, if you're thinking you'll just catch up on all this stuff later, it doesn't work that way. By the time you reach 18 you will have grown to most of your adult size. Oh, by the way, the caffeine in pop is no substitute for sleep. Since you're growing so much, your body needs at least eight hours of sleep every night.

Uh, what?

What kinds of foods are you eating ???? There are so many low-fat foods and easy ways to eat fruits and vegetables that you have no excuses for eating junk food every hour on the hour. Almost every convenience store, vending machine, and candy counter has some low-fat items to meet the needs of any appetite - even yours!

Are you looking for something salty and crunchy? Try light microwave popcorn, baked chips, fat-free pretzels, or reduced-fat snack crackers.

Are you looking for something sweet and crunchy? Try cereal, or low-fat granola bars.

Are you looking for something sweet, like cookies or cake? Try reduced-fat cookies and cakes (some are even non-fat), or breakfast bars.

Are you looking for something cold and creamy? Try low-fat frozen

Are you looking for something crunchy? Try apples, carrots, and celery with dip.

Are you looking for something juicy? Try 100% fruit juice; fresh fruit like pears, oranges, or grapes. Or try canned or frozen foods like applesauce, peaches, or blueberries.

Fillers — Bread, Pasta, Rice, Fruits, Vegetable, Milk

Some teens feel like they're starving because they really are. If you skip meals, you'll hear your stomach rumble from here to San Francisco. If you're trying to lose weight, eating a healthy, low-fat diet, and being more active is healthier and works better than skipping meals. If you just don't have time to eat, try planning ahead and putting a sandwich, a piece of fruit, or even a breakfast bar in your back pack before you take off. You might be able to convince your brain that skipping meals is okay, but your stomach and the rest of your body won't buy it!!

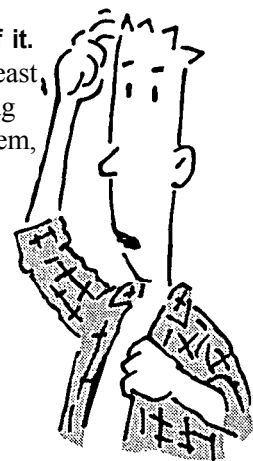
The Cue is Your Clue

Have you ever found yourself stuffing your face, and you don't even remember when you started eating? We all have cues that make us think about eating without being hungry. It might be being with friends, or watching TV, or doing homework. For many of us, some things just naturally go with eating. You can deal with your eating cues in three ways:

1 Find something else to do. If you just want to keep your mouth busy, chew some sugarless gum. If you just want to keep your hands busy, play with a rubber band, a coin, or a pencil, or doodle on a piece of paper. If you're stressed, bored, tired, or angry, find a different way to cope by talking to someone or doing something active like walking or biking.

2 Go ahead and eat, but eat something else. Instead of chomping on chips for an hour of TV, crunch some carrots with dip, apple slices, or chew on some orange sections, grapes, or low-fat snacks like light popcorn or pretzels.

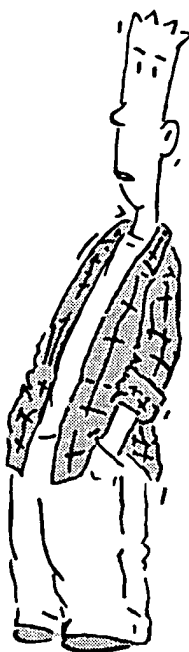
3 Eat the junk food, but don't eat a lot of it. Okay, so you're stuck on junk food. At least eat less of it. Don't eat right out of the bag. Put some chips in a bowl, and then eat them, so you don't eat the whole bag without realizing it. Share an order of fries with a friend so you'll have some room for some healthier food later.



The Boy Who Ate New York



Are you starving by the time you actually eat? Some teens feel this way because they're growing, and they really are hungry all the time. Some foods work better than others to help fill you up and give your body what it needs to keep growing. You might want to think about eating more often. But, when you snack, try a sandwich, an apple, or a glass of milk instead of just gobbling the empty calories of junk food or pop.



TEENS
4-15

Make It Three!

So, you want to be independent, eh? Chances are, you're already pretty independent in the meal department and maybe even a little boring. Teens your age are doing a lot of cooking for themselves and their brothers and sisters, but they don't often eat much variety. Most teens make one thing to eat and eat lots of it!! When teens make dinner, they usually just think about the main dish (the entree) and something to drink. **BORING!!!** Not to mention not very healthy and often not very filling.

When you make dinner for yourself and others, try thinking about "making it three," meaning three different things to eat. That doesn't mean three slices of pizza - it means three *different* things to eat - like pizza, a salad, and a glass of milk. So next time you sit down to eat, ask yourself, "Do I have three different healthy foods here, or what?" If you need some help, look at the next page to find some typical meals that teens eat and some suggestions to **"MAKE IT THREE."**

Typical Meals

Pizza
Milk

Macaroni and
cheese

Hamburger
Fries

Spaghetti
Garlic bread

Make It Three Menu

1. Pizza (Plain cheese or veggie pizza is the healthiest choice.)
2. Skim or 1% milk is the healthiest choice.
3. Green salad (Stores now carry salads in a bag - complete with dressing!)

1. Macaroni and cheese
2. Fresh apple cut into wedges or canned fruit
3. Baby carrots

1. Hamburger (ever tried Veggie Burgers? They are a great way to eat more veggies!)
2. Fries (Look for frozen fries that are low in fat - 5 grams or less per serving.)
3. Veggies and dip (Any low-fat dressing can be used as dip.)

1. Spaghetti with tomato sauce is a great choice!!
2. Garlic Bread
3. Your favorite canned or frozen vegetable (Veggies don't have to be fresh to be healthy - canned and frozen are great for you too!)

Making these simple additions will go a long way toward making your dinner meals a lot healthier. Healthier meals mean a healthier YOU, with more energy to play hard, work hard, and do the things you love to do.

If you want to get fancier, try the simple recipes on the next two pages to round out your meals.



Pyramid Power Roll-Up

Ingredients:

- 17-inch flour tortilla
- 1 Tablespoon reduced fat peanut butter
- 2 Tablespoons raisins
- 2 Tablespoons grated carrot (about 1 small carrot)
- 2 Tablespoons vanilla yogurt



Directions:

1. Wash, peel, and shred carrot into a small bowl.
2. Place tortilla on a large plate.
3. Measure peanut butter and spread across tortilla, about 1/3 up from the edge.
4. Measure and layer raisins and carrots on top of the peanut butter. Measure and add yogurt as the last layer.
5. Roll up tortilla, beginning at the edge closest to the peanut butter, carrot, raisin, and yogurt layers.
6. Cut in half. Enjoy!

Calories per serving: 280
Fat grams per serving: 8.5
Source: Family Food Zone
www.familyfoodzone.com/cooking.pyr_rollup.html

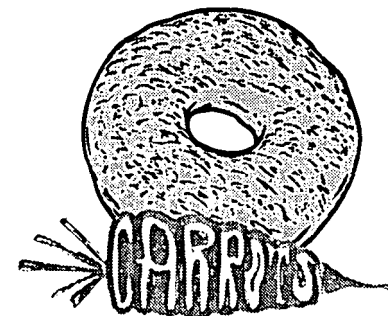
Health Bagels

Ingredients:

- 1 cup shredded carrots (about 2 large carrots)
- 1/3 cup raisins
- 4 ounces softened Neufchatel cheese (lower-fat cream cheese)
- 1 teaspoon honey
- 4 bagels

Directions:

1. Mix the first four ingredients with a spoon.
2. Spread on plain or toasted bagels.
3. Refrigerate any leftover carrot mixture.



Serves 4
Calories per serving: 290
Fat grams per serving: 75
Source: TEENS family recipes

Fruit Crumble

Ingredients:

2-1/2 cups of fruit (blueberries, raspberries, pared and sliced apples, or sliced peaches)

Topping:

- 1 cup flour
- 1 egg
- dash salt
- 1/2 teaspoon cinnamon
- 1/2 cup sugar
- 1 teaspoon baking powder
- 1/4 cup (4 tablespoons) melted margarine



Serves 6
Calories per serving: 251
Fat grams per serving: 8.9
Source: More with Less Cookbook, 1976

Directions:

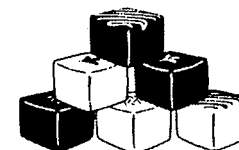
1. Preheat oven to 375 degrees.
2. Place the fruit in an 8 x 8 baking dish.
3. Combine the topping ingredients in a bowl to form crumbs
4. Sprinkle the crumb topping over the fruit.
5. Drizzle the melted margarine over the crumbs.
6. Bake for 25 minutes.

Try using a mixture of fruits, Blueberries and peaches or peaches and raspberries go well together. Canned, fresh, or frozen fruits will work.

Blueberry Granola Bars

Ingredients:

- 1/2 cup honey
- 1/4 cup firmly-packed brown sugar
- 3 tablespoons vegetable oil
- 1 -1/2 teaspoons ground cinnamon
- 1 -1/2 cups quick-cooking oats
- 2 cups fresh blueberries



Make 18 bars
Calories per serving: 97
Fat grams per serving: 3
Source: North American
Blueberry Council

Directions:

1. Preheat oven to 350 degrees.
2. Lightly grease a 9 x 9 inch baking pan.
3. In a medium saucepan, combine honey, brown sugar, oil, and cinnamon. Bring to a boil, and boil for 2 minutes. (Do not stir.)
4. In a large mixing bowl, combine oats and blueberries.
5. Stir in honey mixture until thoroughly blended.
6. Spread into prepared pan, gently pressing mixture flat.
7. Bake until lightly browned, about 40 minutes.
8. Cool completely in the pan on a wire rack and cut into 1-1/2x3 inch bars.

CHEESEWIZ and NUTHEAD**4**

Uh, like Nuthead, do you think this is like a real thing like that you have "cues" to eating?

Shut up, I'm trying to watch this!

Like watching TV, uh, maybe that's your cue.

No way.

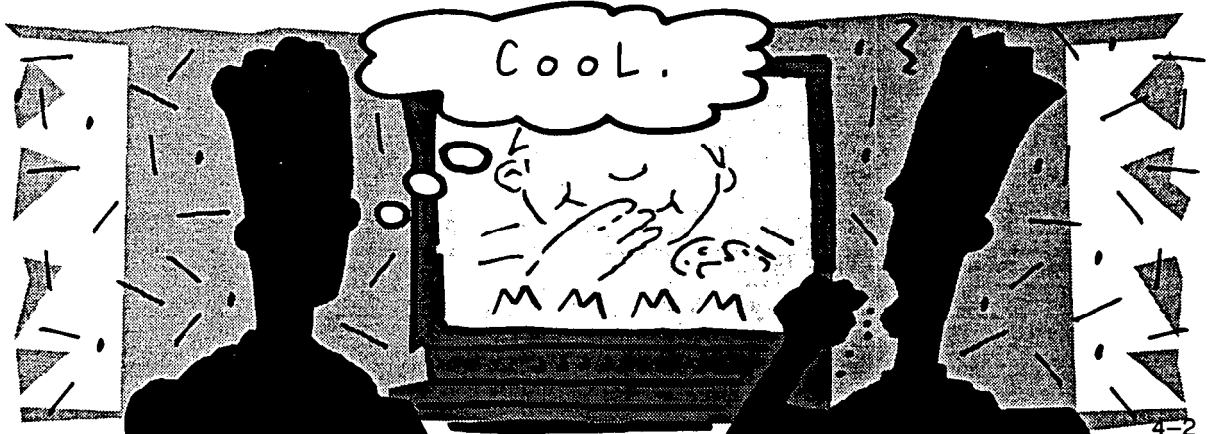
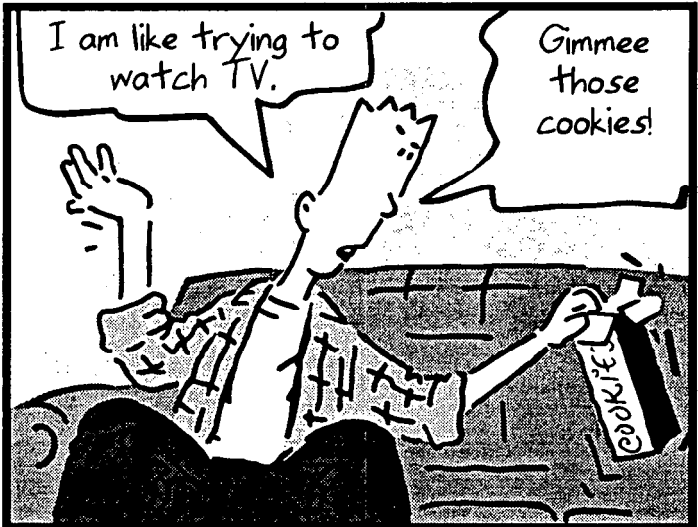
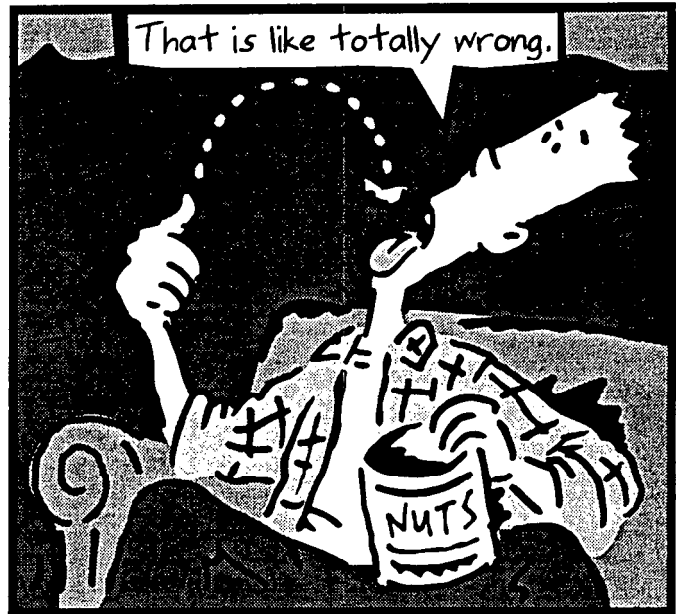
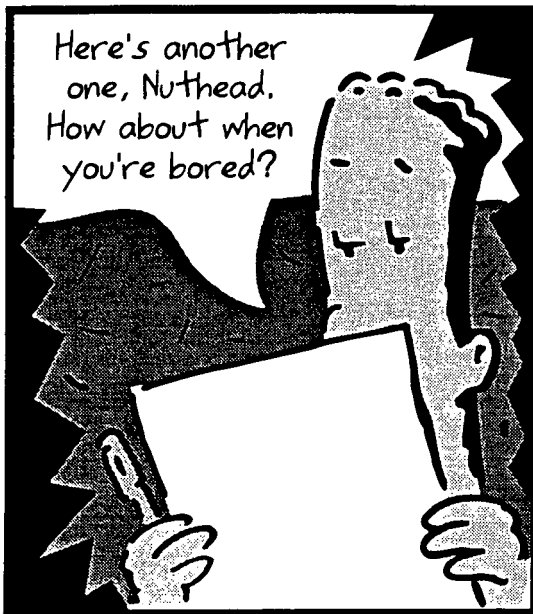


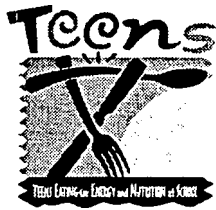
Or, uh, like this one, being anxious or nervous.

I can't look!



4-1





SESSION FIVE MAKING “CHAINGES”

OBJECTIVES:

Students will be able to:

1. Understand that decisions about food are often the result of a chain of events.
2. Demonstrate ways to change the chain of events that lead to unhealthy eating to events that lead to lower-fat and fruit and vegetable choices.

Session 5 Outline

Approximate Time	Activity	Audio Visual	Materials
10	1. Quickie Quiz	Overhead Projector	Quiz Sheets
5	2. CheeseWiz and Nuthead		Comic #5 Transparency #11 and #12
25	3. The Chain Gang Game		Transparency #13 Blue Game Cards Yellow Paper Markers
5	4. Snack and Snack Rating		Snack
Total 45			

ACTIVITY ONE:

- A. Ask students if any of them have been more aware of their food cues from the Session 4 assignment and if they have responded to them differently. Hand out CheeseWiz and Nuthead prizes to anyone who ate a fruit or vegetable in response to their food cue.
- B. Tell students they will now take a short quiz on *CheeseWiz and Nuthead’s Guide to Good Eating*.
- C. **Distribute one Quickie Quiz Sheet** to each student.
- D. As time permits, discuss the answers with the class. (See answer sheet on page 5-7.)

ACTIVITY TWO: CheeseWiz and Nuthead

- A. **Distribute one CheeseWiz and Nuthead Comic #5** to each student.
- B. **Project Transparency #11 and #12** and read the comic aloud or ask students to read the comic aloud taking on the roles of CheeseWiz and Nuthead.
- C. Briefly discuss the comic by asking the following questions:
 - 1. This comic just showed an example of how one thing leads to another and how that affected what CheeseWiz actually ate. Do you think it's true that what you eat is often the result of different events or occurrences? Can you give an example?

ACTIVITY THREE: The Chain Gang Game

A. **EXPLAIN:**

Every time you make a choice to eat something there are many parts to that choice or decision. You can think of it like a chain where one link leads to another. Maybe just by being in the kitchen you happened to see a bag of chips that led you to eating them. Maybe you were bored and saw a commercial for pop on TV and decided you should drink some. There are often several steps leading up to a decision to eat something.

- B. **Project Transparency #13** and go through the chain of events leading up to Nuthead eating a large bag of potato chips.
- C. Ask students what changes they could make in the chain so that Nuthead made a healthier choice. Were there specific parts of the chain that lead Nuthead to the potato chips, rather than to something that would give him energy and was low in fat?

Nuthead's Chain

Came home from school — Put backpack on kitchen counter — Saw bag of potato chips on counter — Opened bag — Knew I'd be thirsty — Got pop from the refrigerator — Ate bag of potato chips and drank can of pop.

Ways to change the chain:

1. Put backpack in room or where it belongs then THINK about what you want to eat.
2. Put SOME chips in a bowl instead of eating from the bag. Then you wouldn't eat the whole bag.
3. Go to the refrigerator first — look for fruit, veggies, and dip. If you're really hungry, go for cheese, lettuce, and tomato for a sandwich.
4. Choose 100% juice or milk instead of pop.

- D. Tell the class that they will now play a game that will show them how they can change a chain of events that leads them to eat high-fat foods and not very many fruits and vegetables, to a chain of events that leads them to eat less fat and more fruits and vegetables. It only takes a few small changes.

EXPLAIN the instructions as follows:

1. I will divide the class into 4 teams (or use the small groups already established).
2. I will tape cards on the board or wall that will represent a chain of events leading to a food choice.
3. As a team you are to come up with as many changes in the chain as you can that would result in a healthier choice. You will have two minutes to do this. All the teams will be working at the same time. It is okay to come up with an alternative that does not involve eating.
4. Each team will have two minutes to write each change on yellow paper. At the end of two minutes each team will present their changes and receive one point for each realistic change in the chain. If you make changes in at least three different places in the chain you will receive two bonus points.

- E. The teacher will keep score on the board or appoint a scorekeeper.

- F. **Tape the example chain on the board or wall** and ask students for possible ways to change the chain of events to lead to eating less fat or more fruits and vegetables. After several answers, begin the game.

CHAIN
<p>Example:</p> <ul style="list-style-type: none">• You are sitting and watching TV.• You are feeling bored.• You go to kitchen and get a big bag of Cheetos.• You go to the refrigerator and get a can of pop.• You eat a whole bag of Cheetos and drink a can of pop.• You watch TV until the show is over.
<p>Possible changes:</p> <ol style="list-style-type: none">1. Eat low-fat crackers or fat-free pretzels instead of Cheetos.2. Make light microwave popcorn instead of eating Cheetos.3. Get water or juice instead of pop.4. Get fruit instead of Cheetos.5. Turn off the TV and do your homework!6. Put some Cheetos in a bowl instead of eating them out of the bag.7. Talk on the phone instead of eating.8. Don't have the Cheetos, just have the pop.9. Turn off the TV and go for a bike ride.

- G. Begin by taping up the first chain and continue doing as many chains as time permits.

- H. Give each team yellow paper and markers.

- I. Present the winning team with a CheeseWiz and Nuthead prize for each team member.

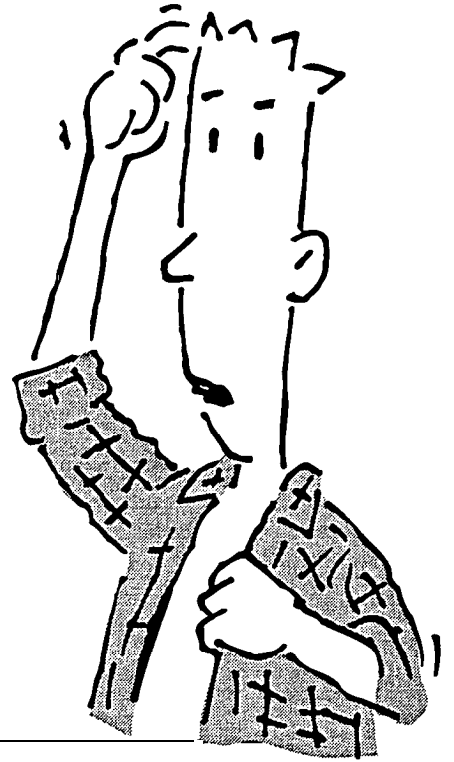
ACTIVITY FOUR: Snack and Snack Rating

A. Distribute a snack to each student.

B. Tell students to take out their **Super Snacks list** and rate today's snack.

C. Summarize by saying that small changes can result in big changes for your body.

Quickie Quiz



1. Name a salty, crunchy low-fat snack.

2. What kinds of foods fill you up and still give your body what it needs to grow?

3. What is a healthy way to lose weight?

4. What is one of your eating cues and how could you respond to it in a healthy way?

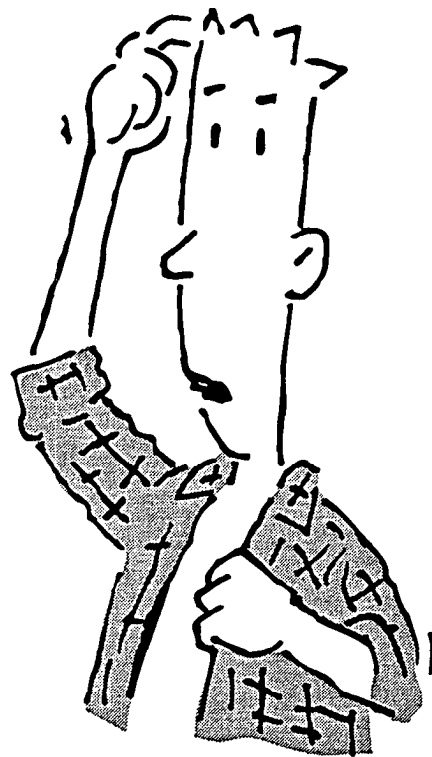
5. Why is eating fruits and vegetables so important?

6. Why are there so many low-fat foods available in stores?

7. Why is it important for teens to drink milk?

Quickie Quiz

(Answer Sheet)



1. Name a salty, crunchy low-fat snack.
(light microwave popcorn, fat-free pretzels, Baked chips, reduced-fat snack crackers)
2. What kinds of foods fill you up and still give your body what it needs to grow?
(bread, pasta, rice, fruits, vegetables, milk)
3. What is a healthy way to lose weight?
(eating a low-fat diet and exercising)
4. What is one of your eating cues and how could you respond to it in a healthy way?
5. Why is eating fruits and vegetables so important?
(Vitamins, minerals, low in fat, can prevent some kinds of cancer)
6. Why are there so many low-fat foods available in stores?
(People want them)
7. Why is it important for teens to drink milk?
(Calcium makes strong bones and teeth, prevents osteoporosis, skeleton is growing and developing now)

CHEESEWIZ and NUTHEAD 5

There's three pieces of chocolate cake left.
Cool! That means I'll get one for sure.

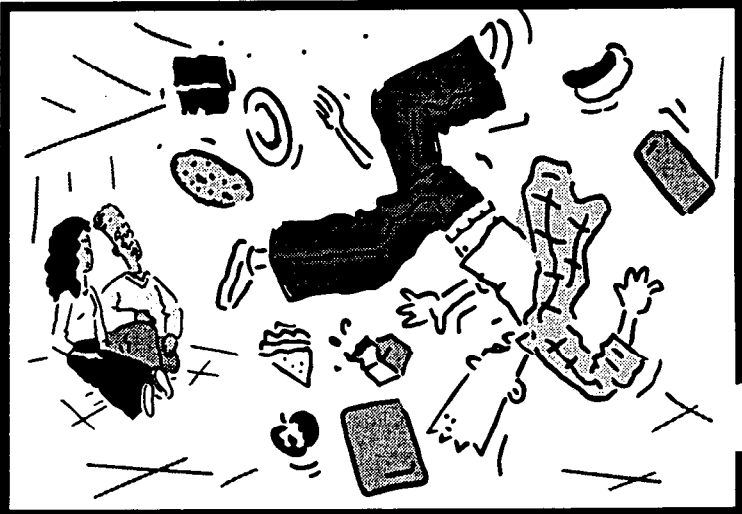
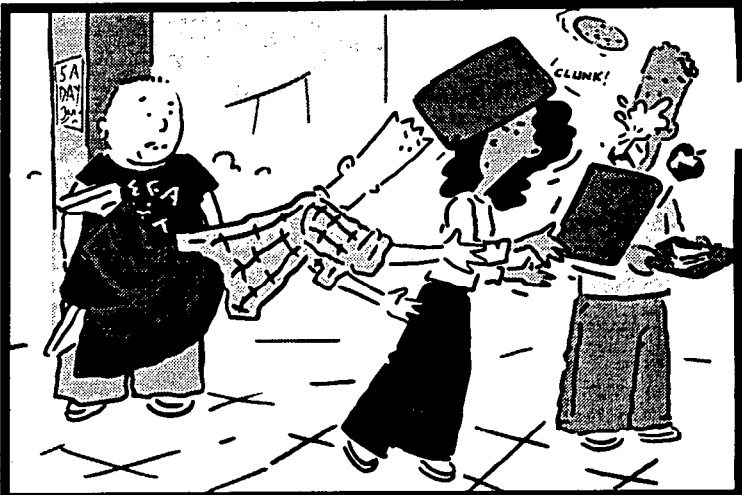


OUTTA MY WAY, PUNK!
THAT CAKE IS MINE!



G-R-R-R.
Now I'll
have to
have a
cookie.





THE CHAIN GANG CHAINS



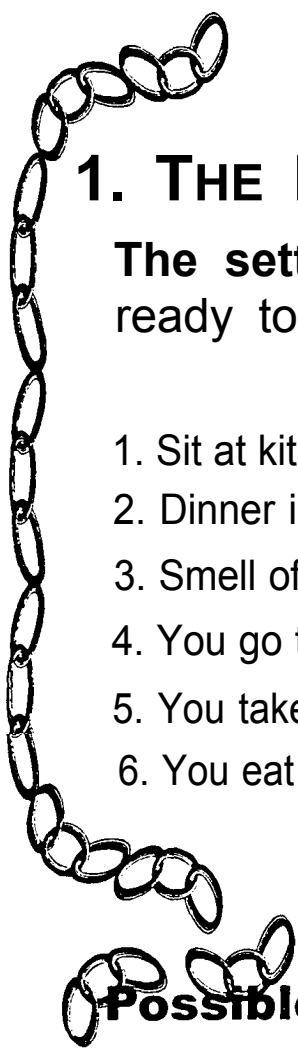
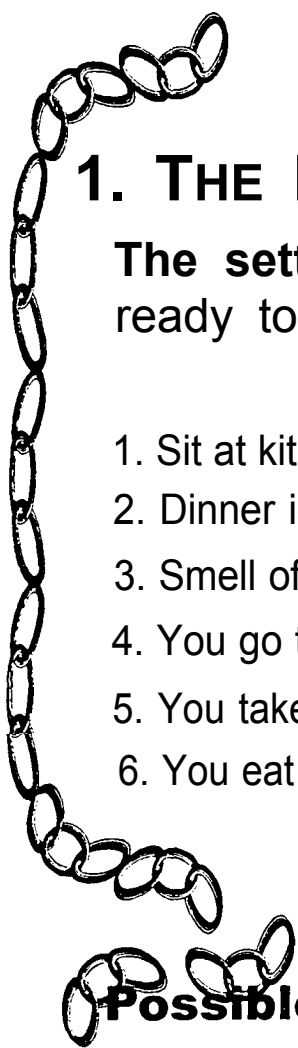
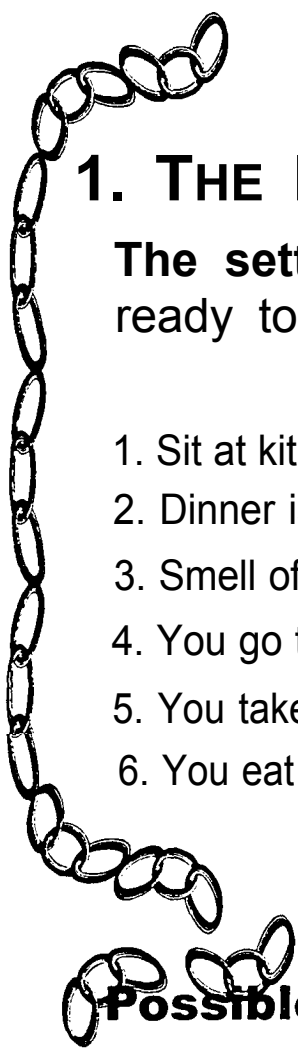
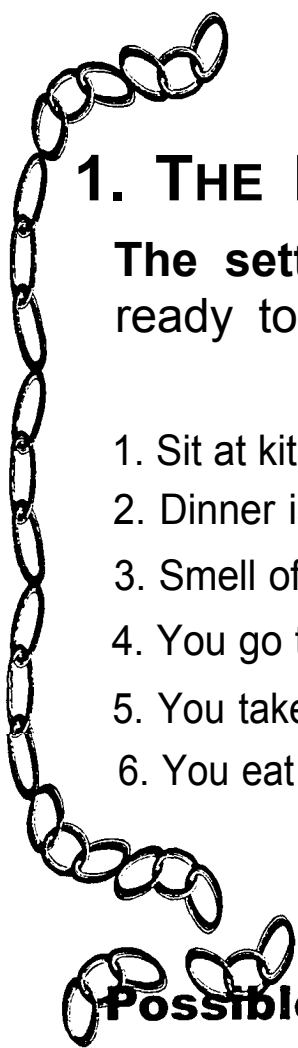
1. THE NOSE KNOWS

The setting: You come home after school and get ready to do your homework.

1. Sit at kitchen table to do homework
2. Dinner is cooking
3. Smell of food makes you hungry
4. You go to the refrigerator
5. You take out ice cream and get spoon and bowl
6. You eat a lot of ice cream



Possible Changes

- 
- 
- 
- 
1. Don't do homework in the kitchen and then there won't be a cue to eat.
 2. Stop doing homework and help cook dinner.
 3. Go to the refrigerator and get some carrots and dip.
 4. Go to the refrigerator and get an apple.
 5. Get something healthier to eat before you sit down to do homework.
 6. Get some juice or milk to drink so you'll still be hungry for dinner.
 7. Leave the kitchen once the cooking starts.
 8. Have a Popsicle instead of ice cream — not as filling and lower in fat.
 9. Eat a little bit of ice cream.

THE CHAIN GANG CHAINS






2. Go WITH THE FLOW

The setting: You are walking home from school with friends

1. You stop at convenience store
2. You see candy right away
3. You choose Reese's Peanut Butter Cups
4. You pay for candy
5. You eat all the candy before you get home



Possible Changes

- 
- 
- 
1. Don't stop at the store-save money and eat when you get home.
 2. Look around before you choose.
 3. Split some candy with a friend.
 4. Choose a low-fat bar or candy.
 5. Choose fat-free pretzels.
 6. Choose a low-fat granola bar.
 7. Choose popcorn.
 8. Don't buy anything at the store. Bring a low-fat snack for after school in your backpack.

THE CHAIN GANG CHAINS

3. FAST FOOD

The setting: You are with friends after school.

1. Two friends go home, two go to McDonald's
2. You don't have any money
3. Your friends say they will lend you money and want you to go to McDonald's
4. You go to McDonald's
5. You smell French fries and order large fries and a large coke
6. You eat all the fries and drink all the coke

Possible Changes

1. Don't go to McDonald's Go with the other two friends.
2. Use "no money" as an excuse and don't go to McDonald's
3. Order small fries.
4. Order a medium fries.
5. Order a small Coke.
6. Order orange juice.
7. Drink water.
8. Split fries with a friend.
9. Order a non-fat yogurt cone.

THE CHAIN GANG CHAINS

4. NERVOUS NIBBLES

The setting: The night before 8th grade testing.

1. You can't sleep, too nervous
2. You get up and go into kitchen
3. You look for something to eat
4. You eat half a box of cookies and drink a glass of milk
5. You go back to bed

Possible Changes

1. Read a book instead of eating.
2. Watch TV instead of eating.
3. Listen to music instead of eating.
4. Just drink milk, don't eat cookies.
5. Take a few cookies out of the box and eat them.
6. Eat some cereal.
7. Make a sandwich.
8. Eat an apple
9. Call a friend if it's not too late.

THE CHAIN GANG CHAINS

5. FILL 'ER UP

The setting: You've just come home from school.

1. You do homework
2. You get ready for play rehearsal
3. You think that you will need to eat something
4. You open the refrigerator
5. You grab can of diet pop
6. You run out the door for your ride
7. You are hungry and have no energy during play practice

Possible Changes

1. Make a sandwich the night before that you can grab with the can of pop.
2. Grab a can of juice.
3. Grab a yogurt and a plastic spoon.
4. Tell your ride to wait a minute and make a quick peanut butter and jelly sandwich.
5. Grab an apple.
6. Grab a low-fat granola bar.
7. Grab a breakfast bar.
8. Eat a sandwich while you are doing your homework.

THE CHAIN GANG CHAINS

6. MORNING MADNESS

The setting: You just woke up in the morning.

1. You get dressed
2. You get your backpack
3. You run out the door to catch the bus
4. You just make it before the bus pulls away
5. You spend an hour in the nurse's office because you have a headache and stomachache from missing breakfast

Possible Changes

1. Get up earlier so there is time to eat.
2. Make a sandwich the night before and put it in your backpack in the morning.
3. Keep some breakfast bars in your backpack.
4. Grab a juice box or can of juice to drink when you get to school.
5. Grab an apple or pear or banana.
6. Grab a small box of cereal.
7. Eat breakfast at school.
8. Ask a parent or sibling to help you make something quick for breakfast.
9. Eat fruit or a breakfast bar while waiting for the bus or walking to school.

CHEESEWIZ and NUTHEAD 5

There's three pieces of chocolate cake left.
Cool! That means I'll get one for sure.



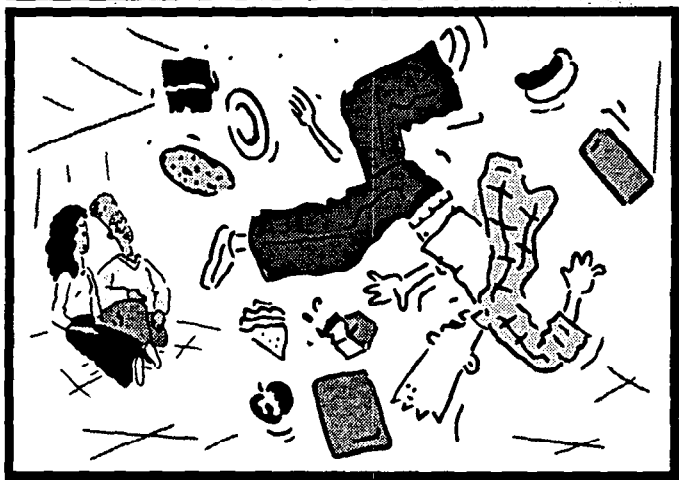
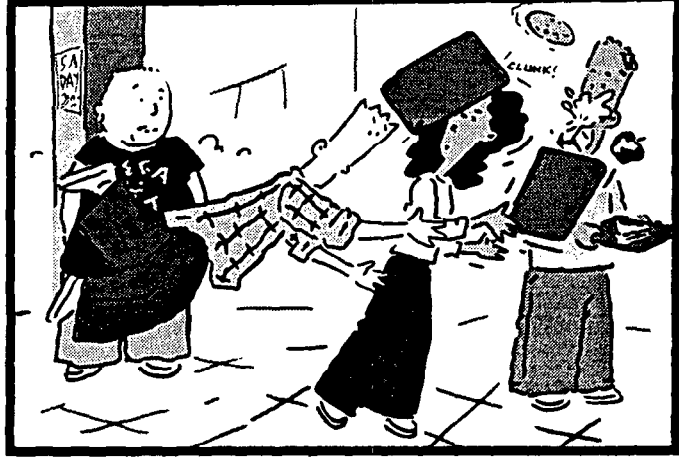
OUTTA MY WAY, PUNK!
THAT CAKE IS MINE!



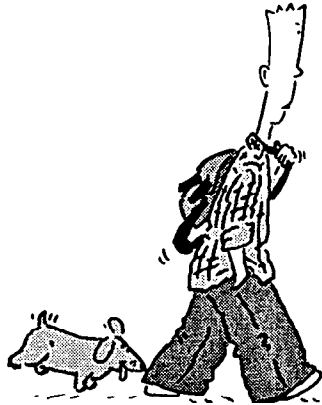
G-R-R-R.
Now I'll
have to
have a
cookie.



5-1



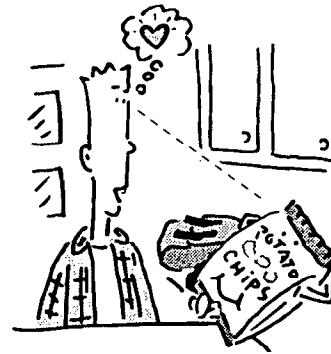
Nuthead's Chain



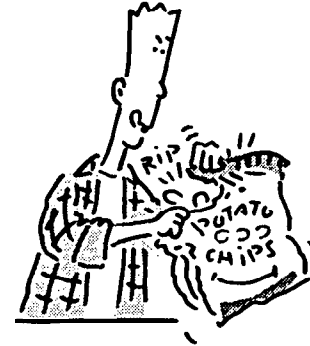
Came home from school.



Put back back on kitchen counter.



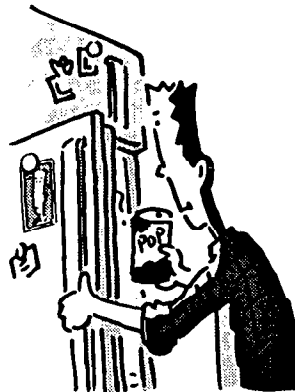
Saw bag of potato chips on counter.



Opened bag.



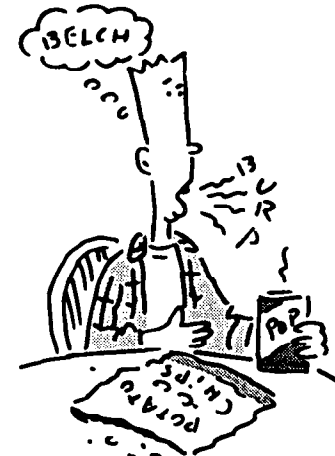
Knew I'd be thirsty.



Got pop from the refrigerator.



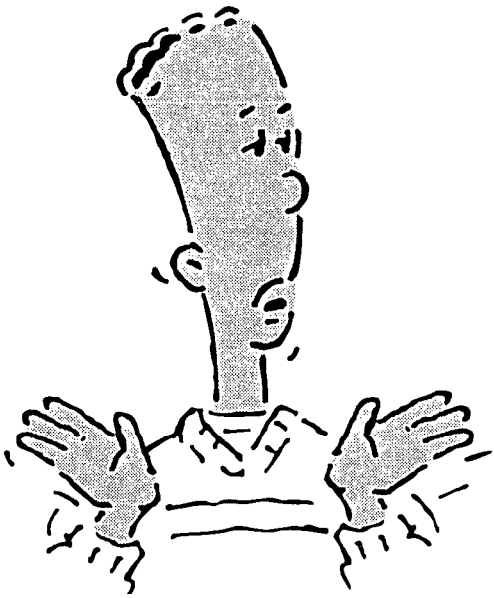
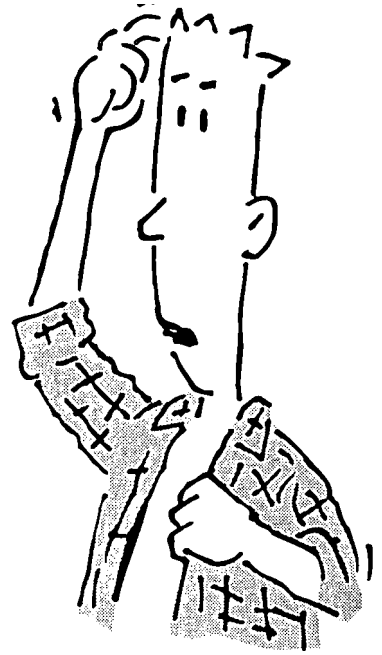
Ate bag of potato chips and frank can of pop.



EXAMPLE

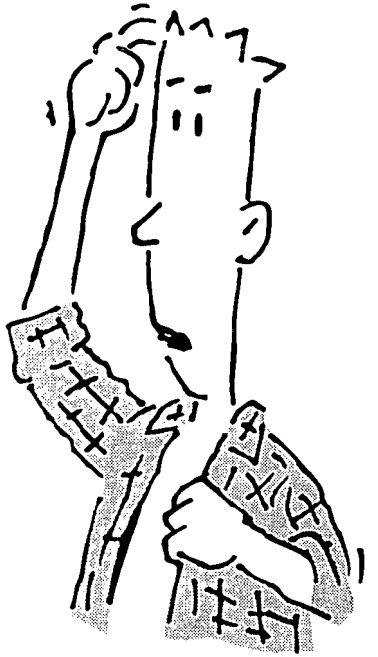
The setting:

You are watching TV after school.



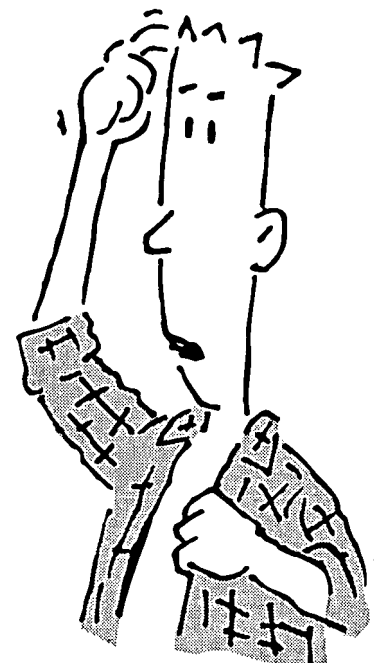
Example

**You are
sitting and
watching TV.**

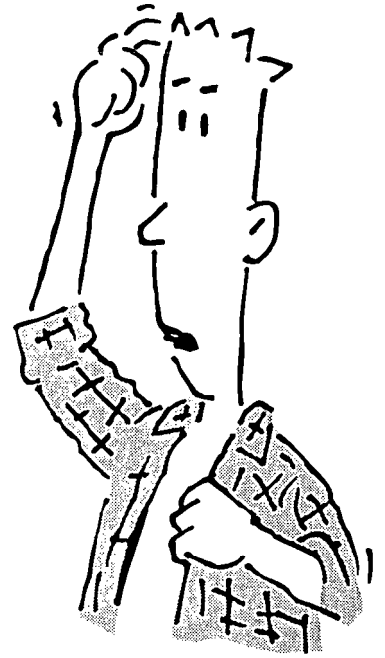


Example

1



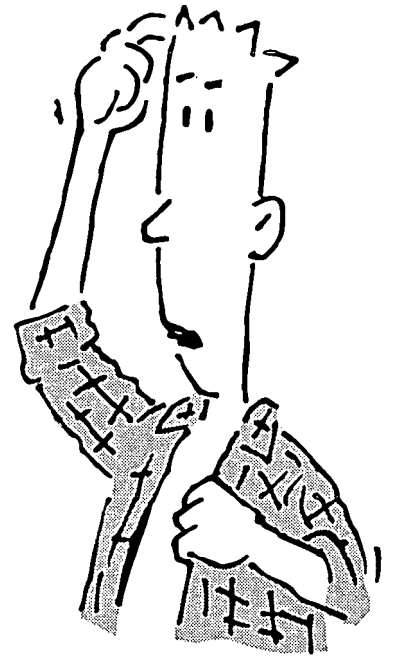
Example



**You are
feeling bored**



Example

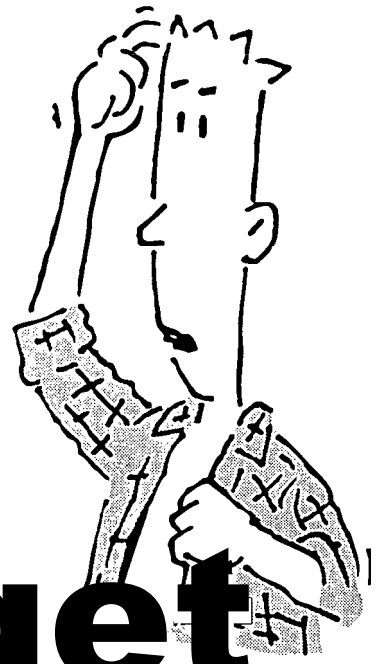


2

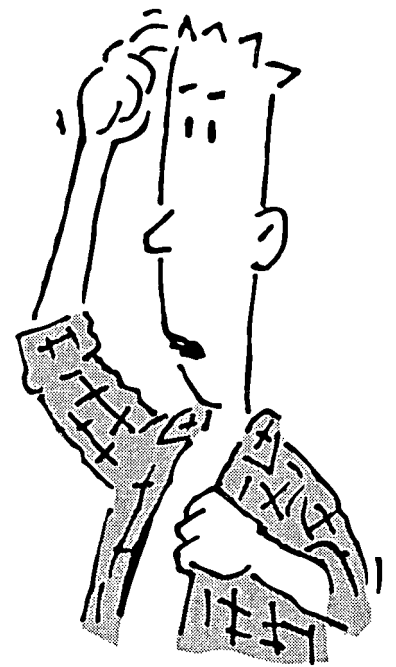


Example

**You go to
kitchen and get
big bag of
Cheetos**



Example

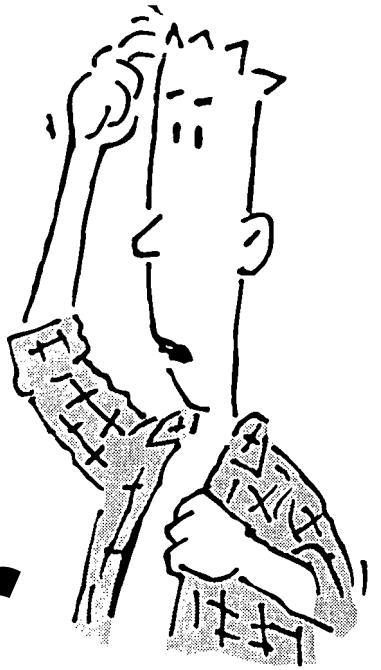


3



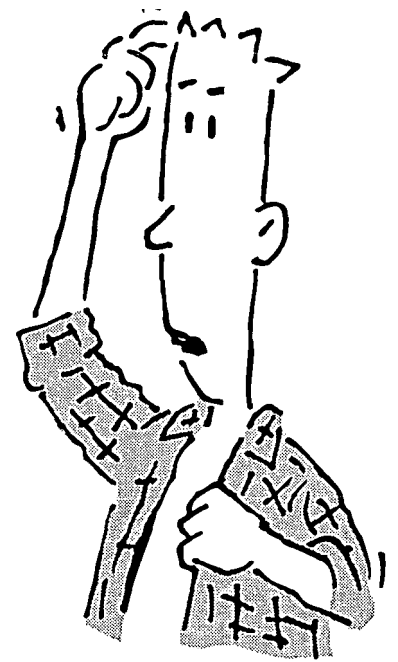
Example

**You go to
refrigerator
and get can
of pop**



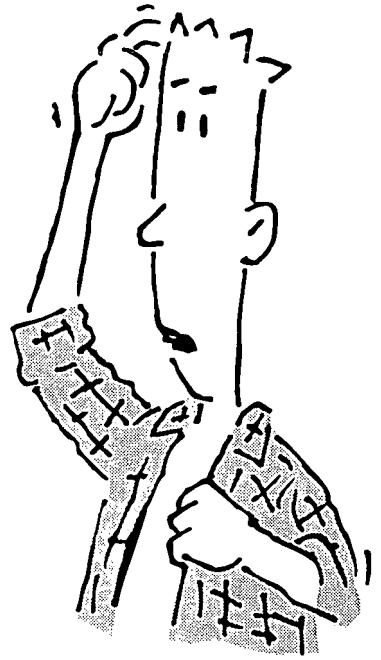
Example

4

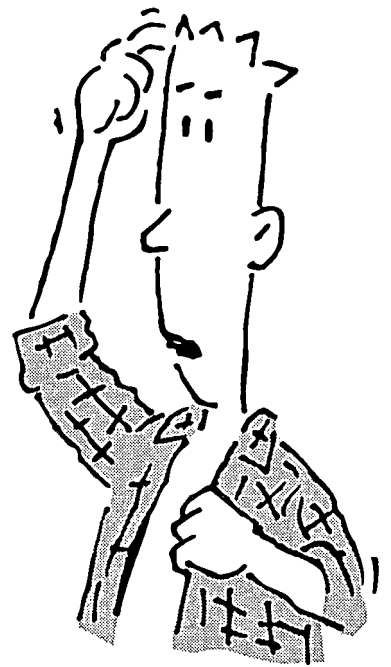


Example

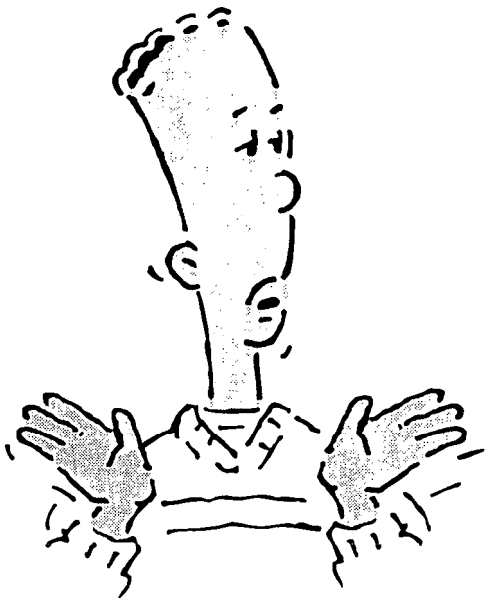
**You eat a
whole bag
of Cheetos
and drink a
can of pop**



Example

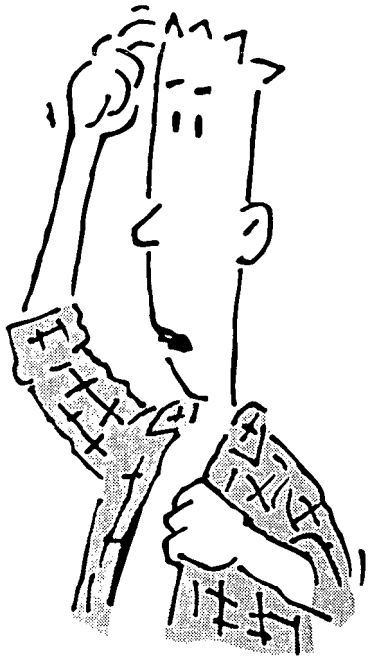


5

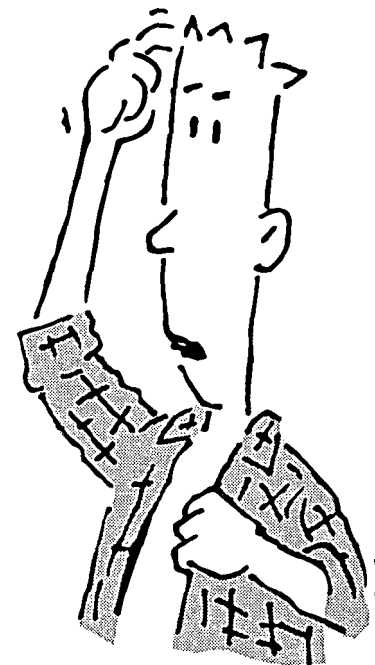


Example

**You watch
TV until
the show
is over**



Example



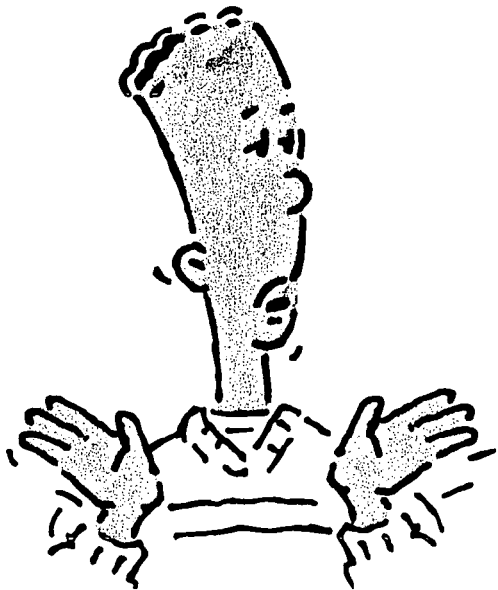
6

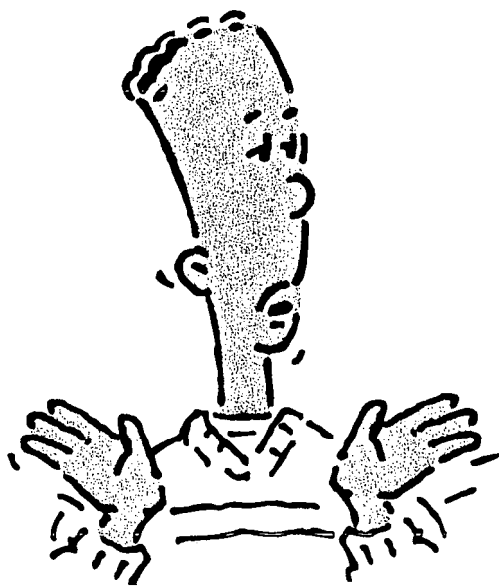
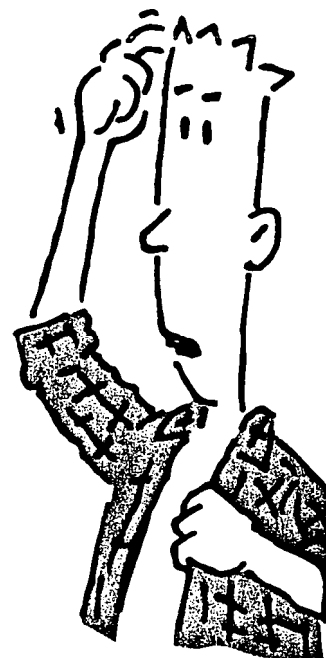


1. THE NOSE KNOWS

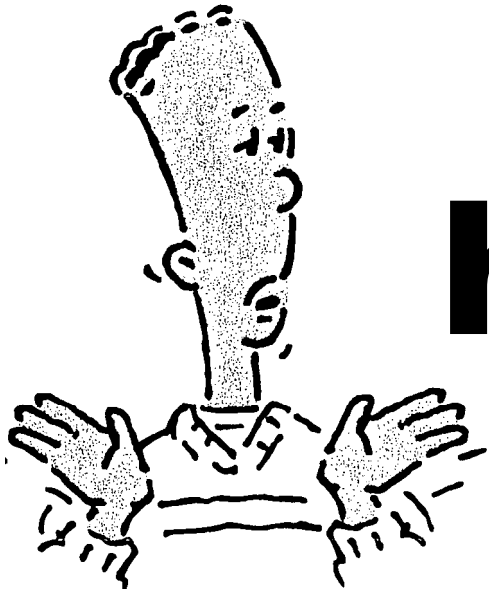
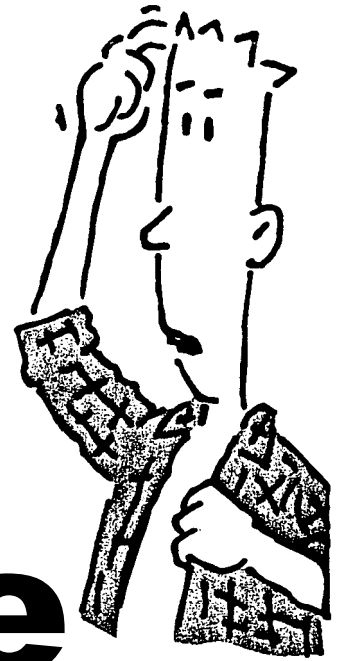
The setting:

You come home after school and get ready to do your homework.

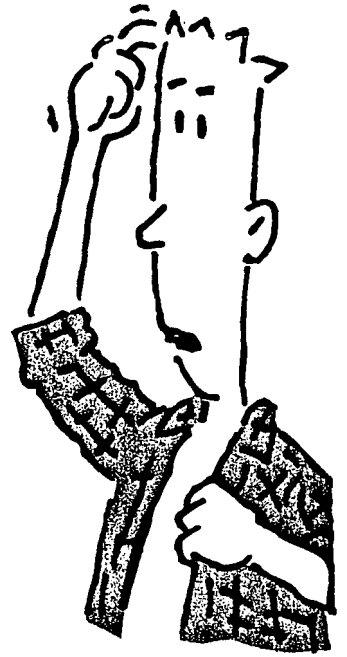




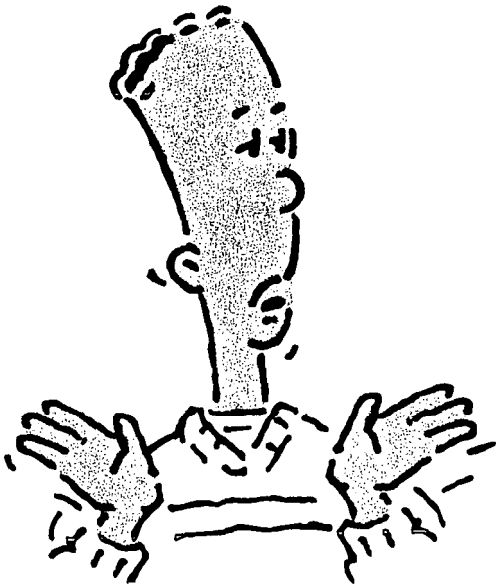
**Sit at
kitchen table
to do
homework**



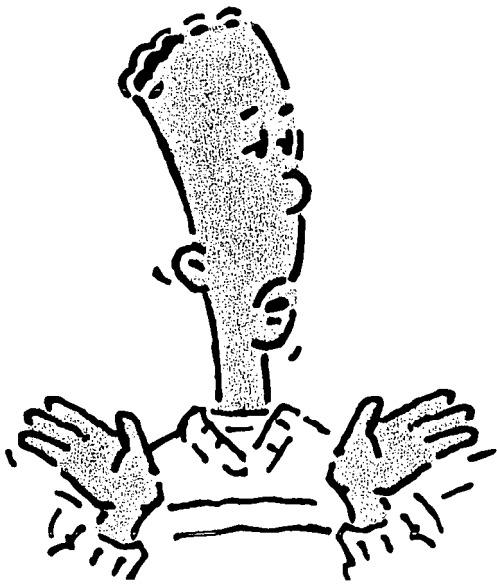
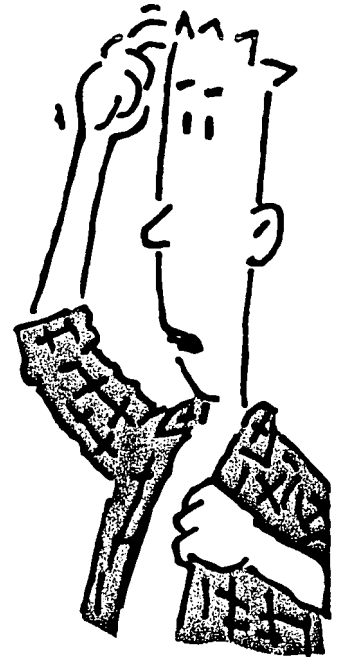
1. The Nose Knows



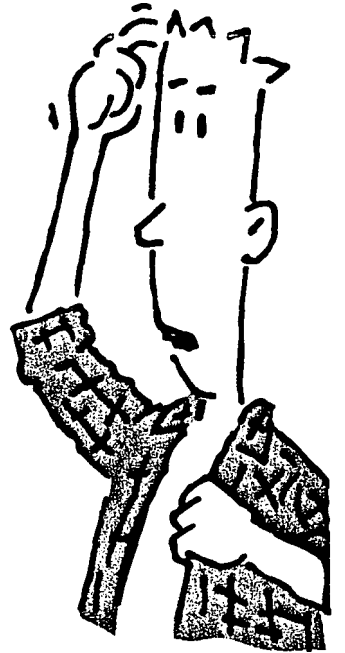
1



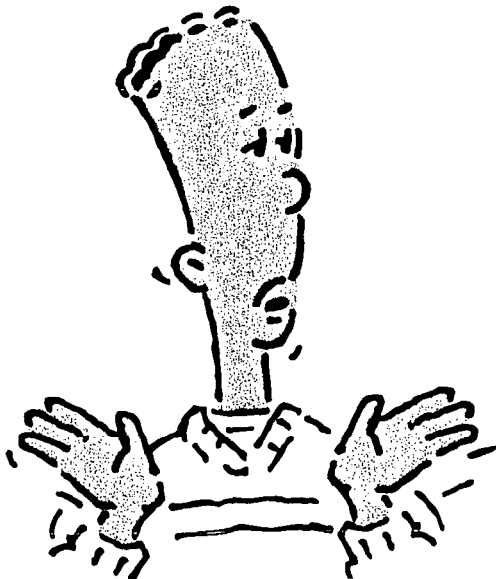
**Parent
starts
cooking
dinner**



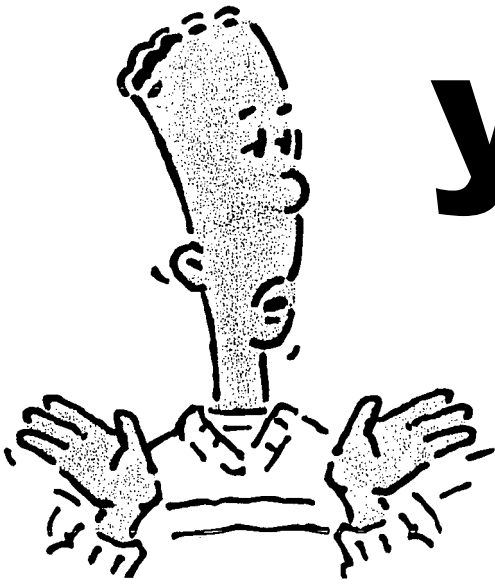
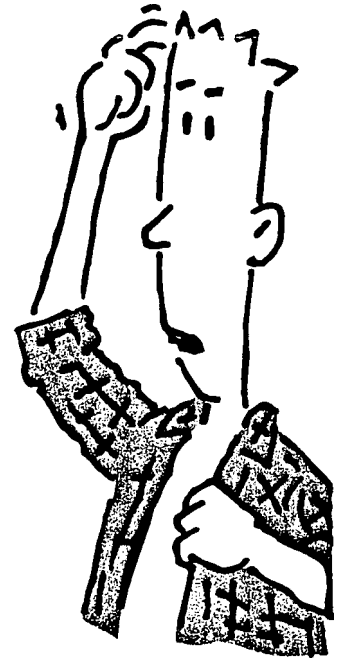
1. The Nose Knows



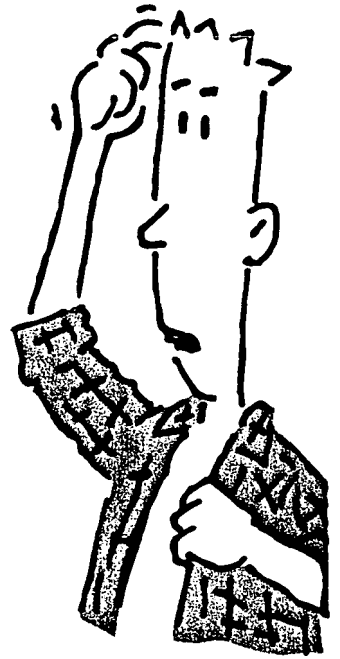
2



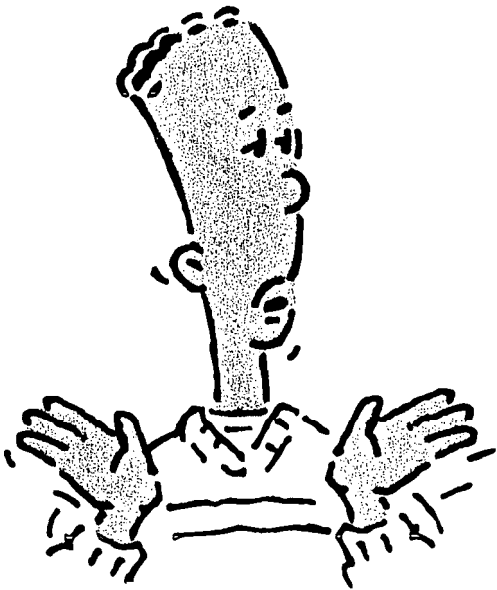
**Smell of
food makes
you hungry**



1. The Nose Knows

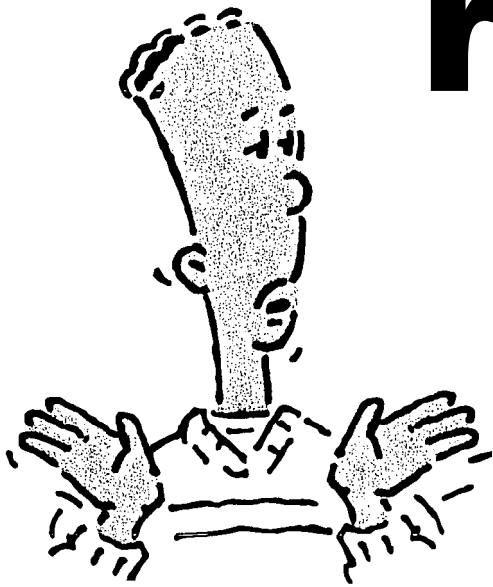
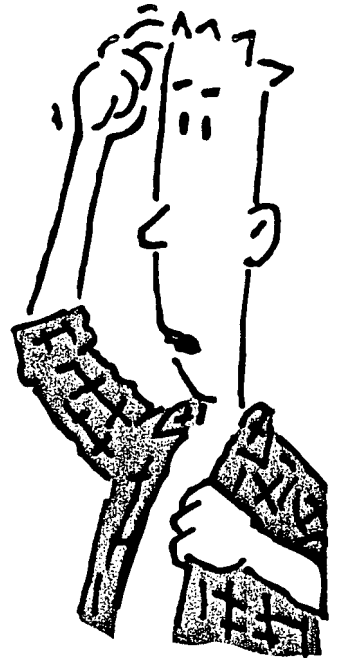


3

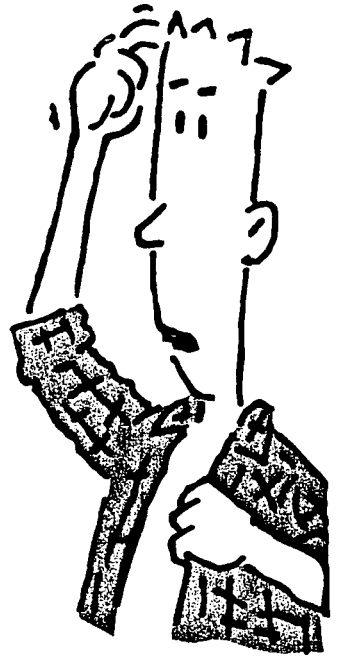


**You go
to the**

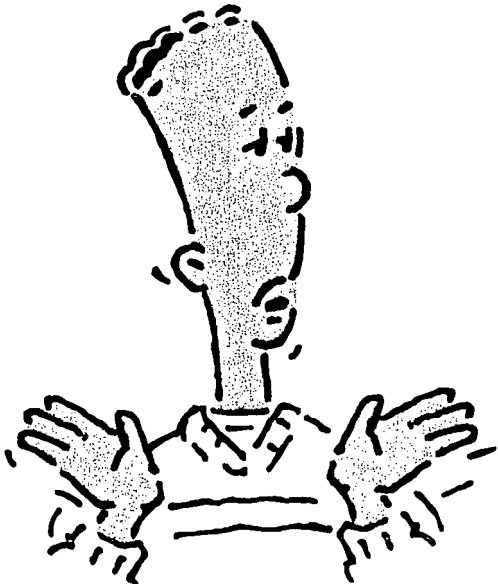
refrigerator



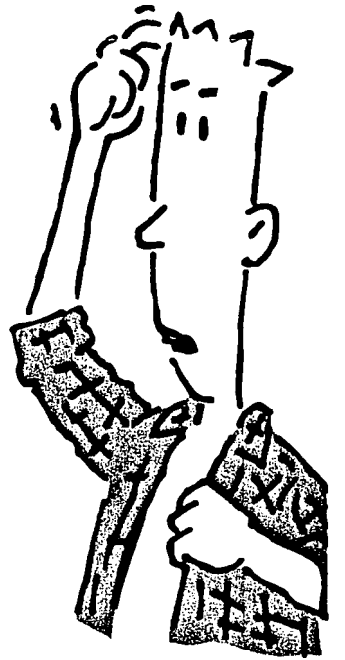
1. The Nose Knows



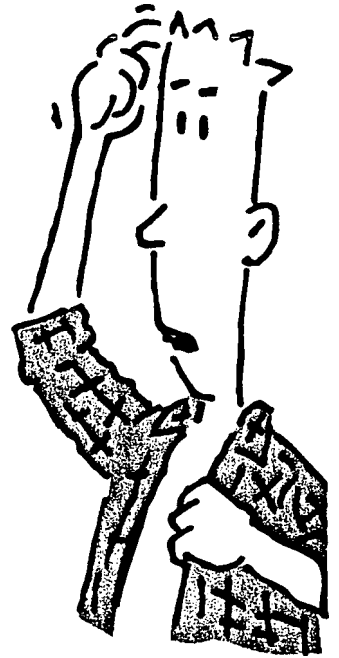
4



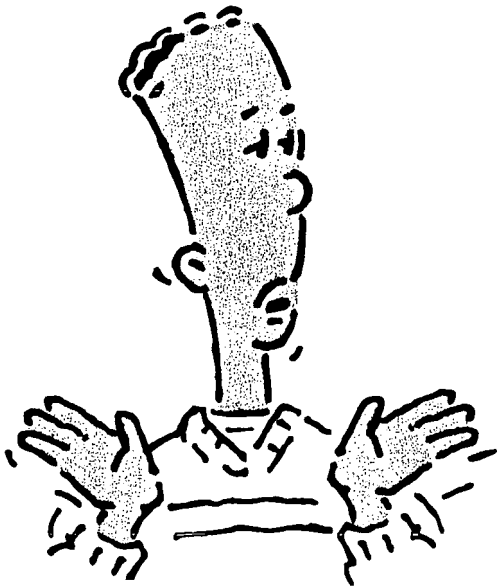
**You take out
Ice cream and
get spoon
and bowl**



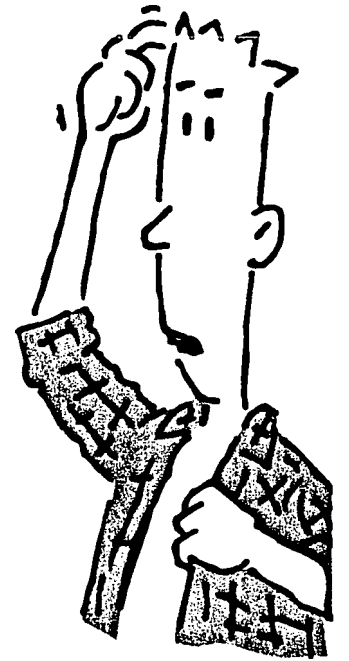
1. The Nose Knows



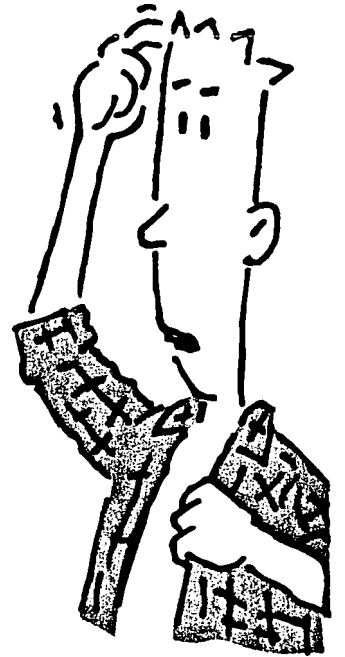
5



**You eat
a lot of
Ice cream**



1. The Nose Knows



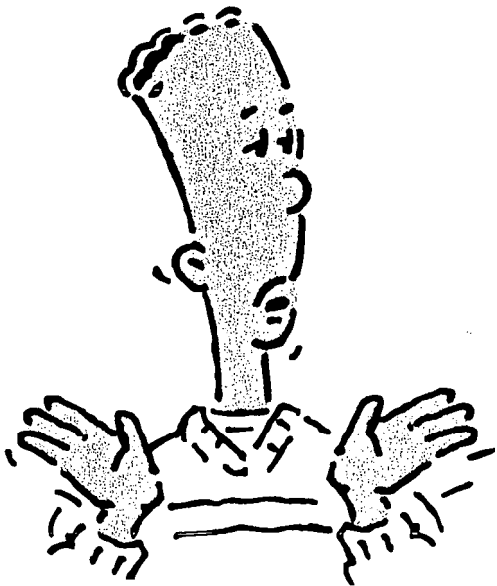
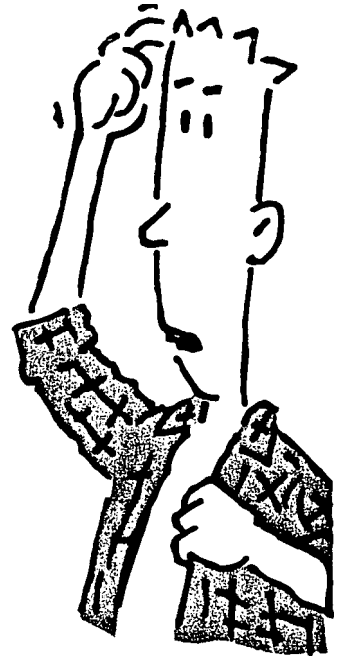
6

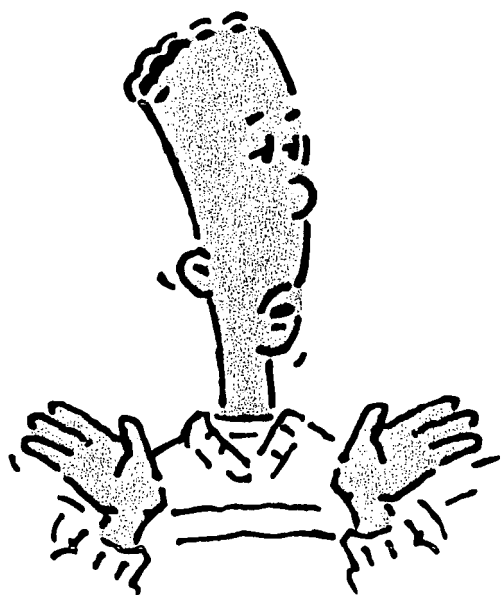
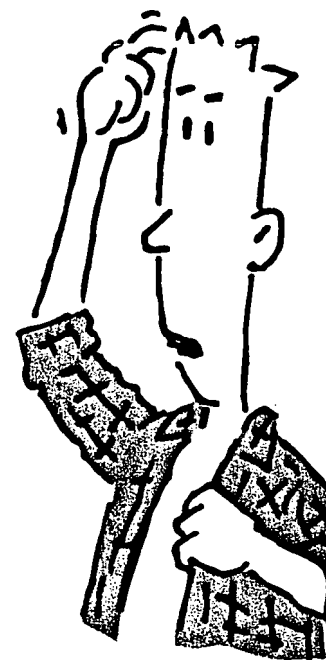


2. Go With The Flow

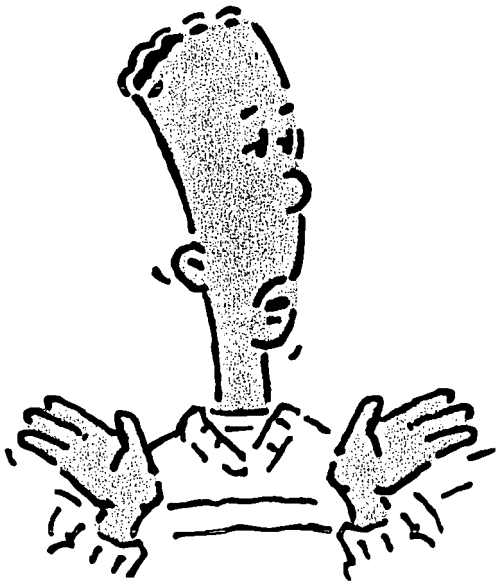
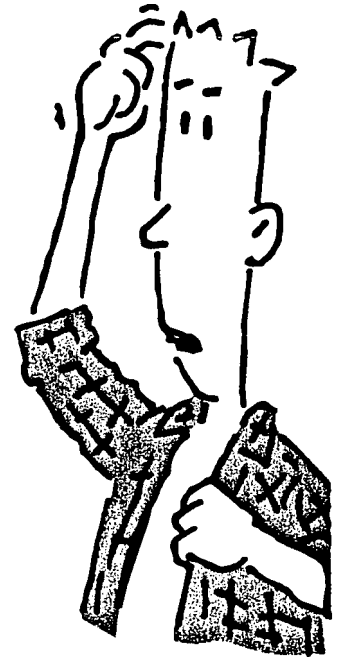
The setting:

You are walking home from school with friends.

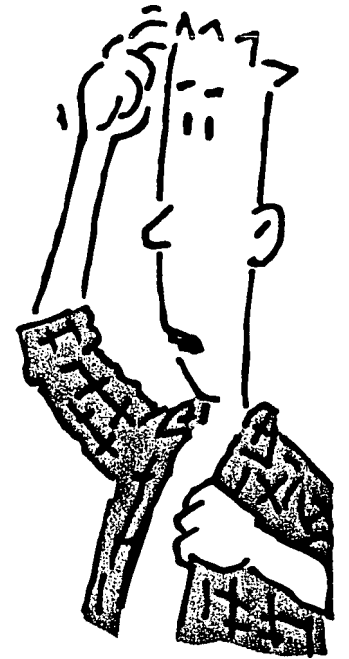




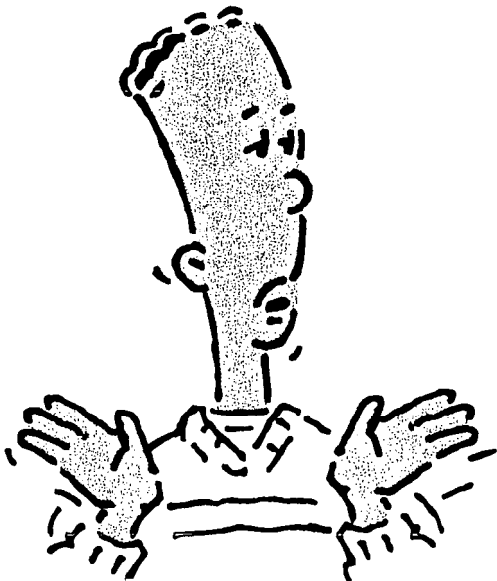
**You stop at
convenience store**



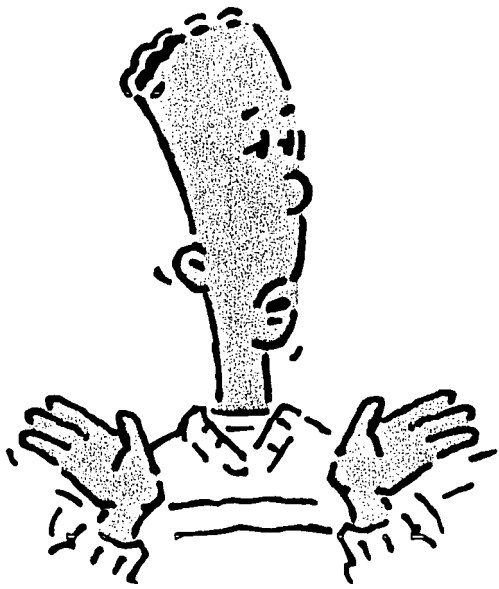
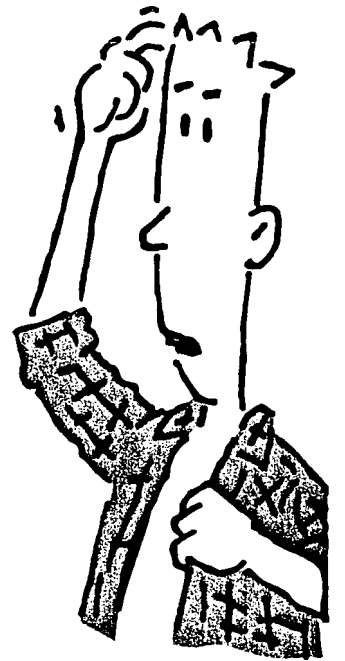
2. Go With The Flow



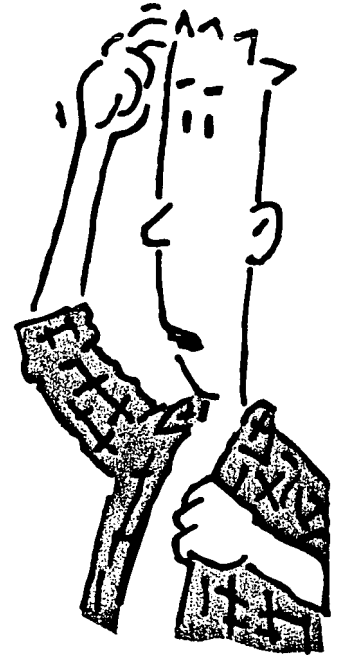
1



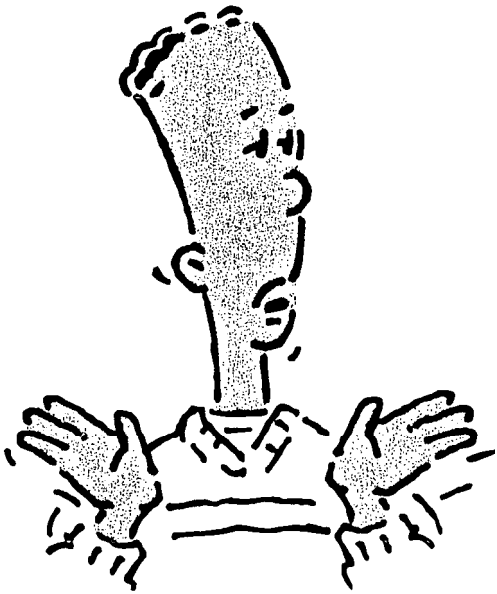
**You see
candy right
away**



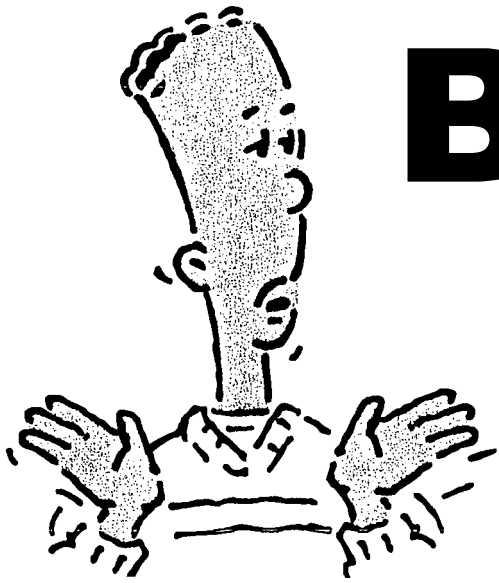
2. Go With The Flow



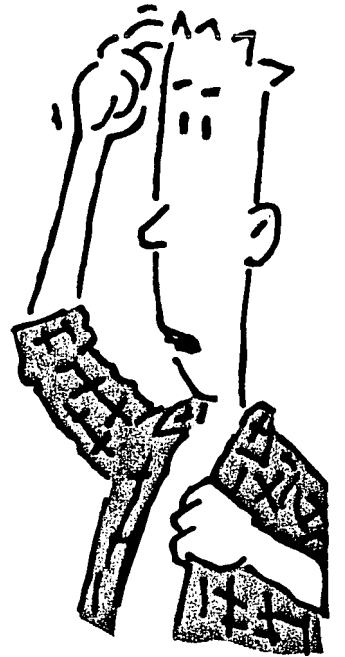
2



You choose
Reese's Peanut
Butte Cups



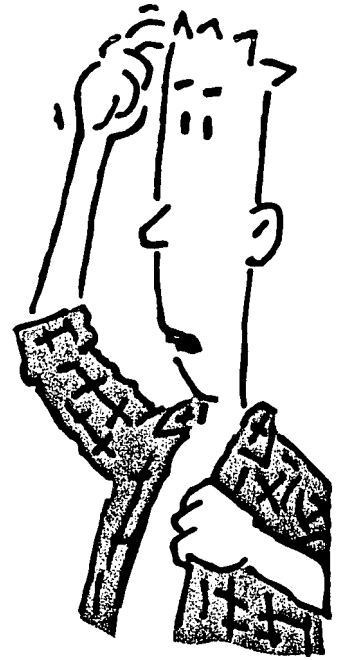
2. Go With The Flow



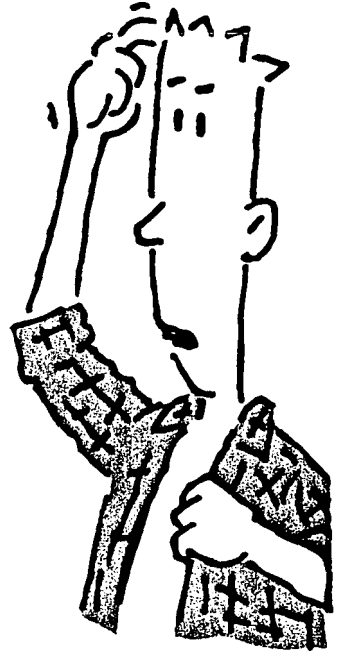
3



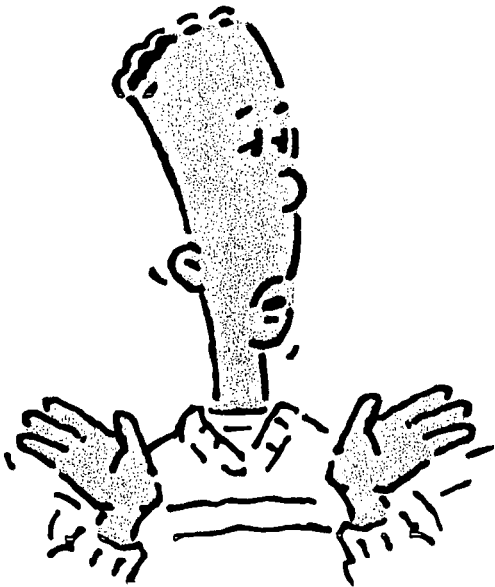
**You pay
for candy**



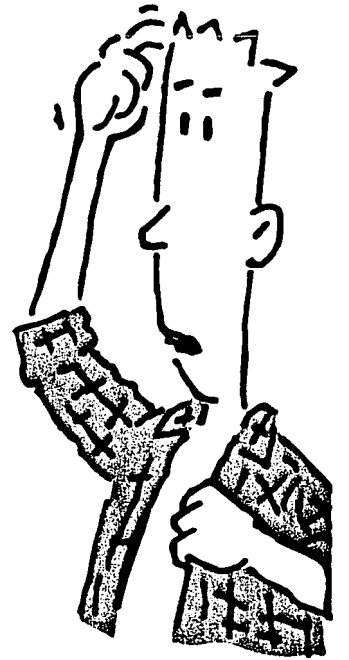
2. Go With The Flow



4



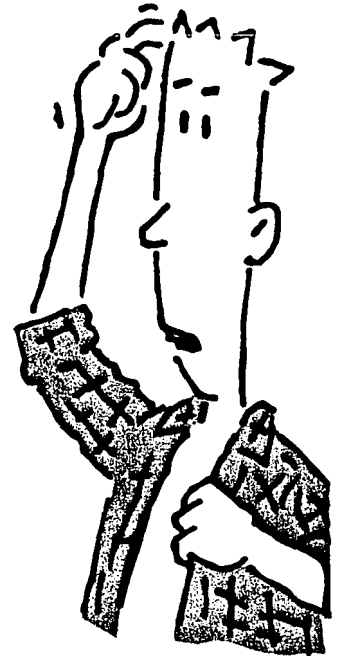
**You eat all
the candy**



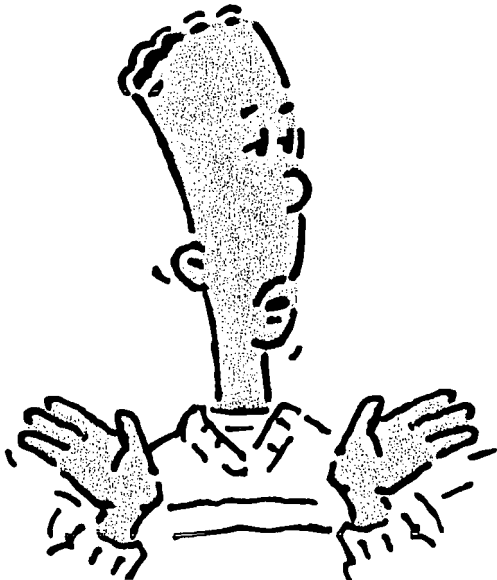
**before you get
home**



2. Go With The Flow



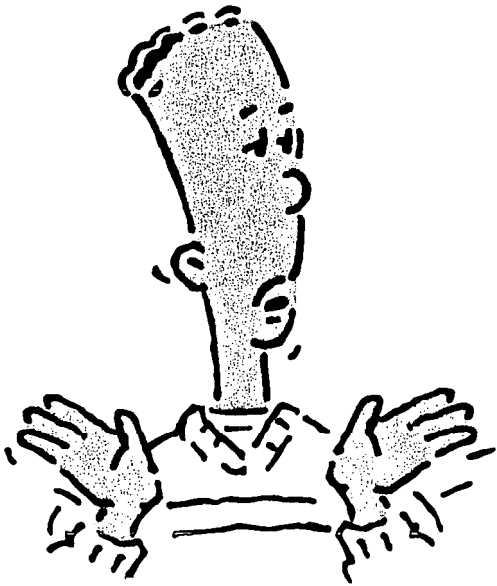
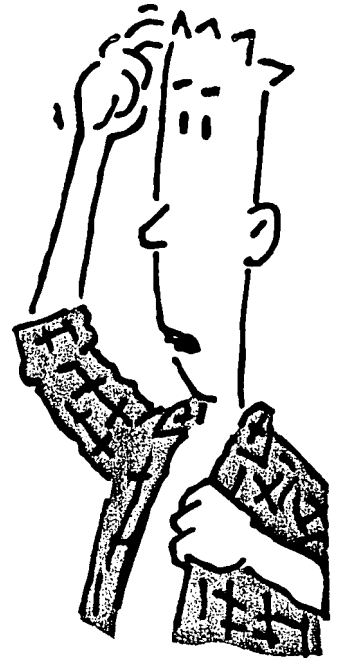
5

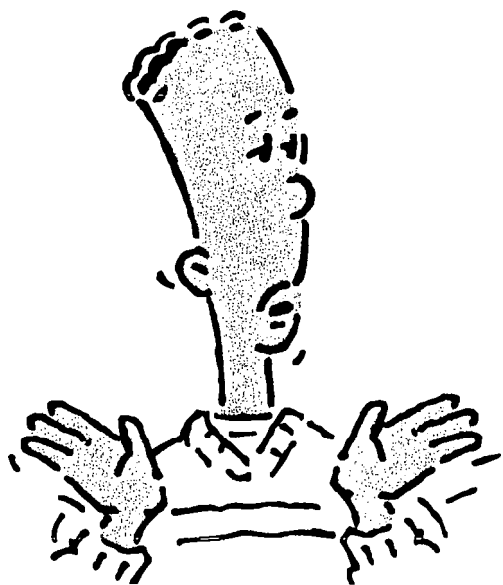
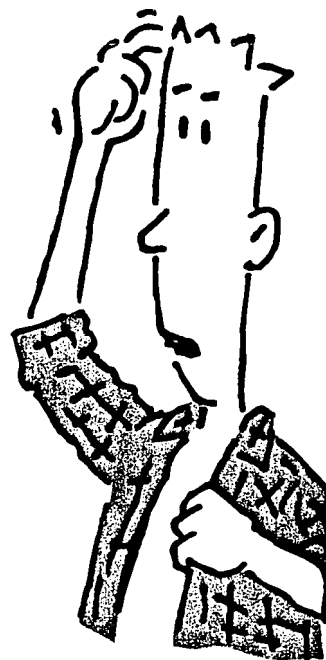


3. FAST FOOD

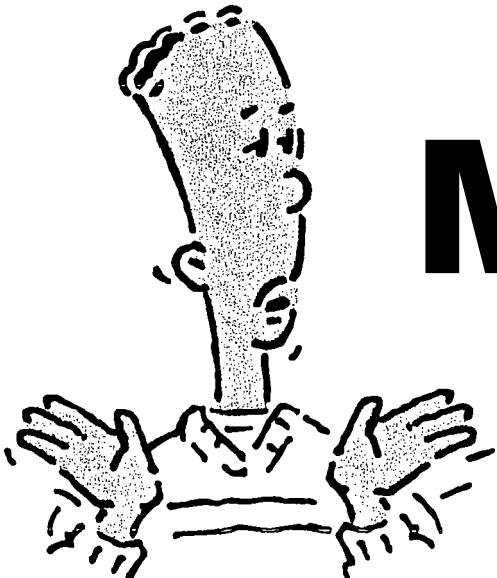
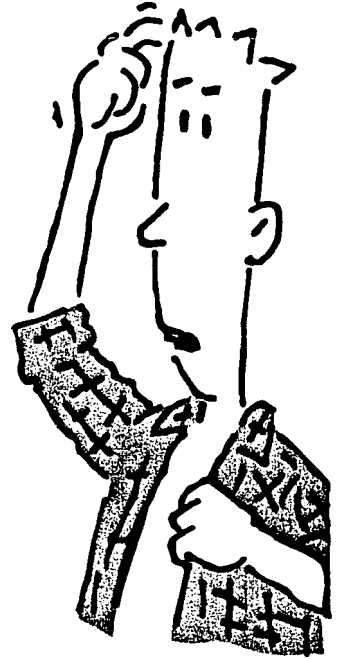
The setting:

You are with friends after school.

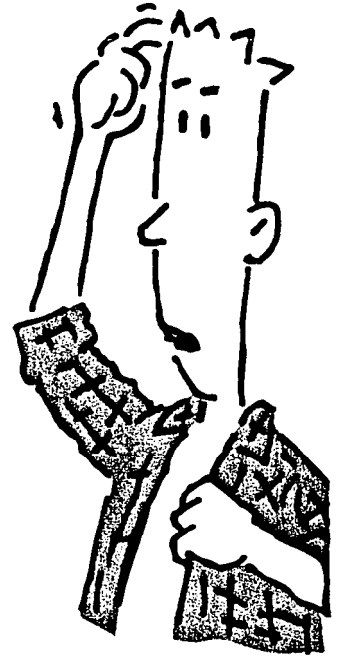




**Two friends
go home,
two go to
McDonald's**



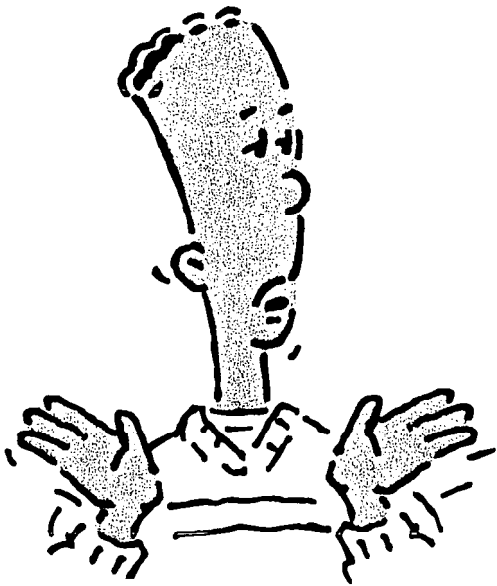
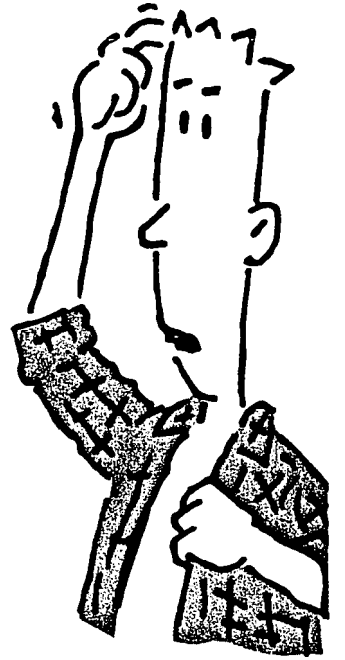
3. Fast Food



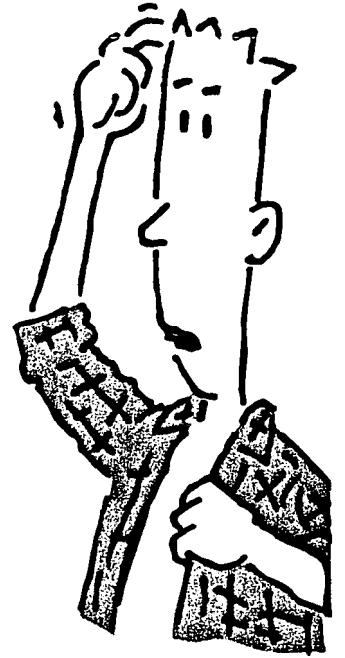
1



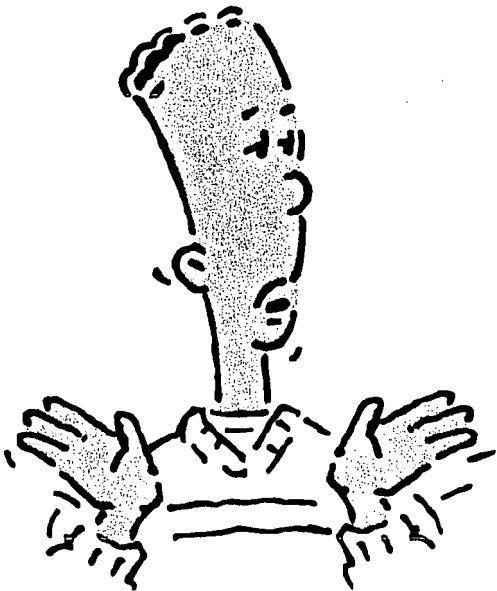
**You don't
have any
money**



3. Fast Food



2



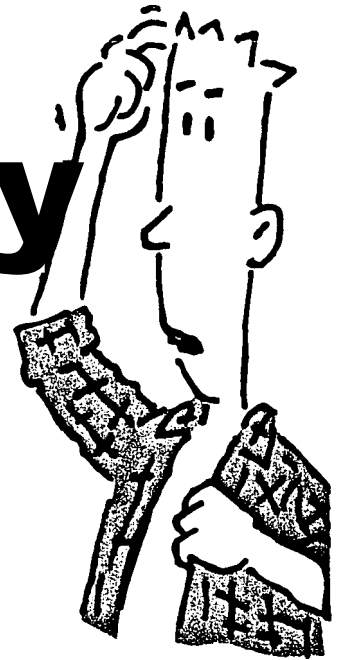
Your friends say

they will lend

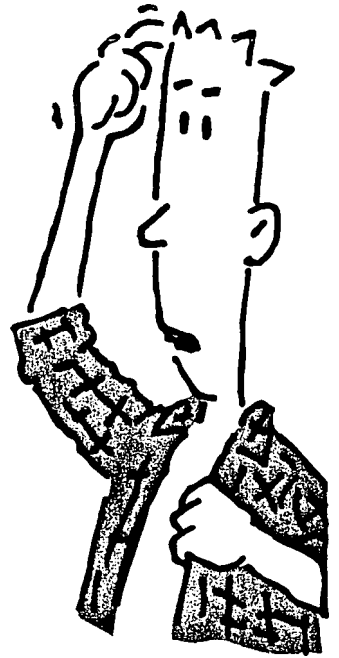
you money and want

you to go to

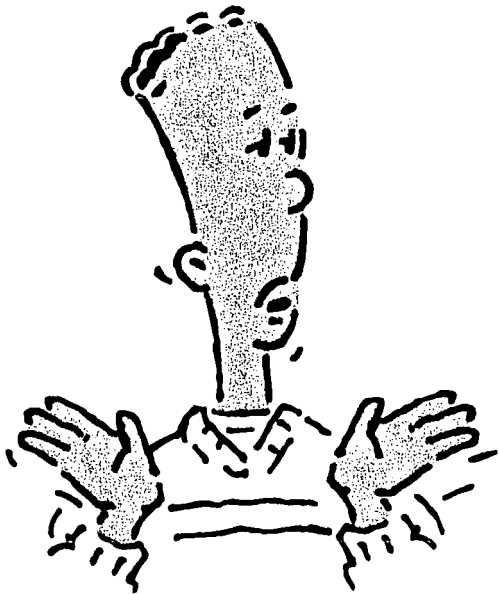
McDonald's



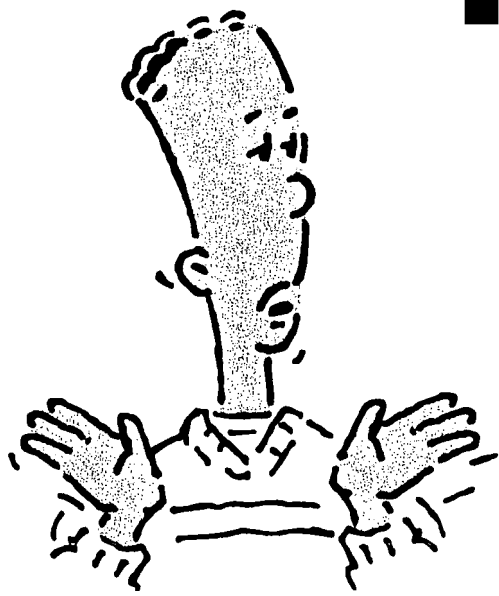
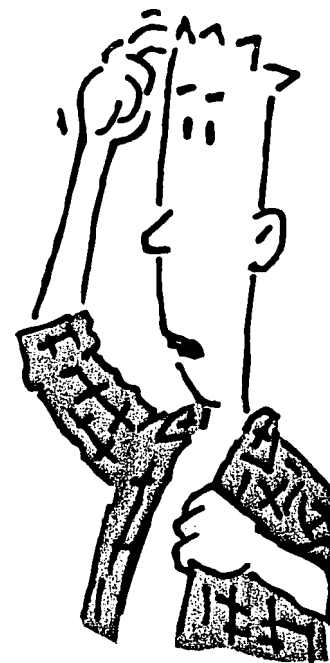
3. Fast Food



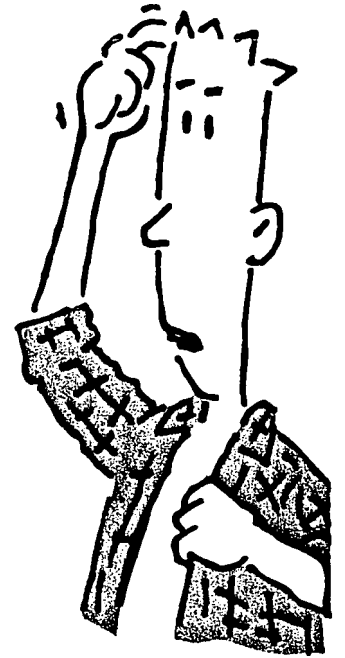
3



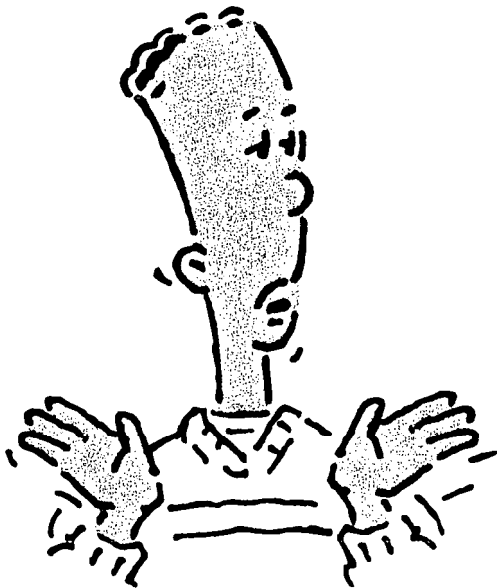
**You go to
McDonald's**



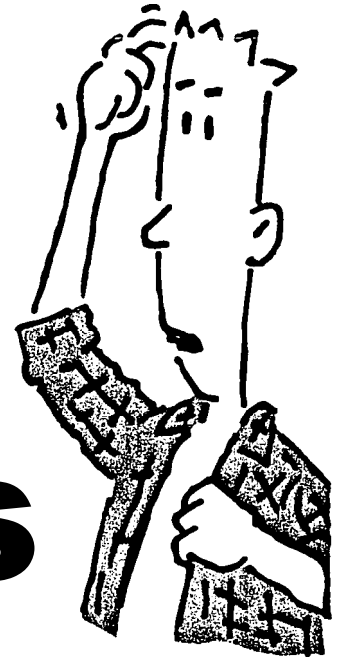
3. Fast Food



4



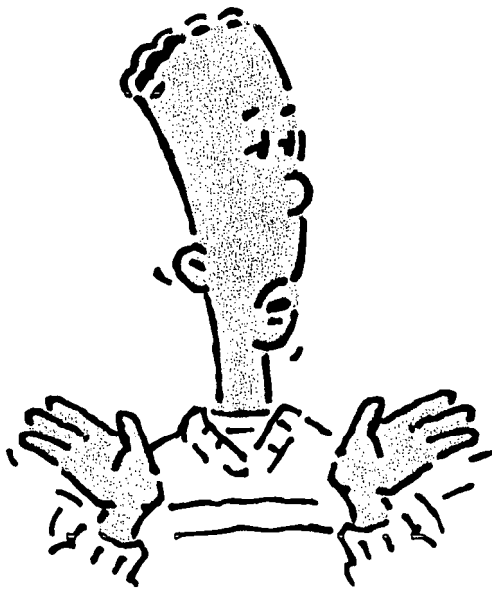
**You smell
French fries**



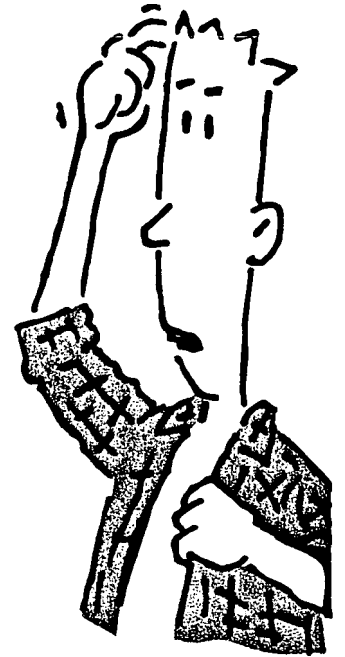
and order large

fries and a

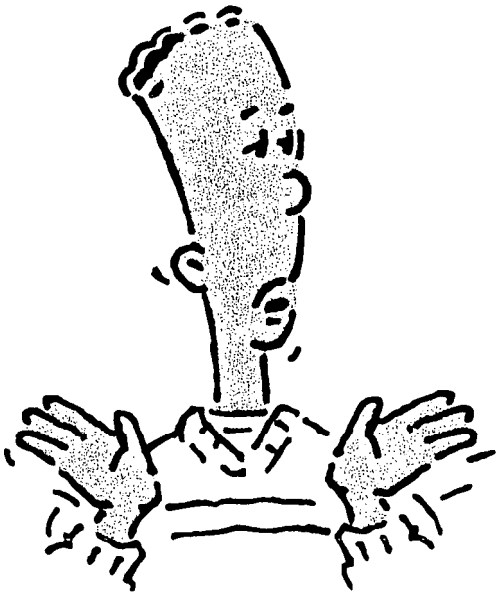
large Coke



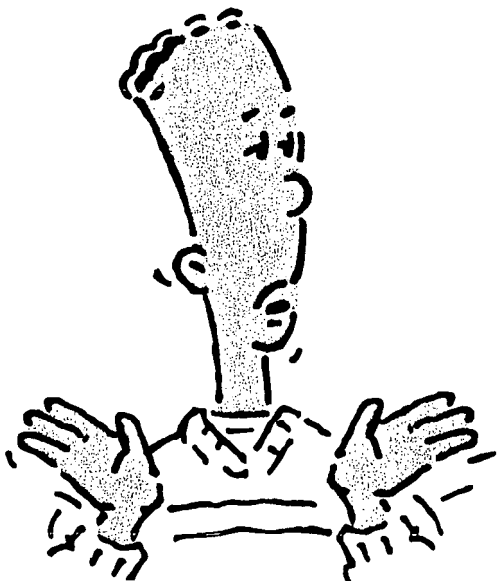
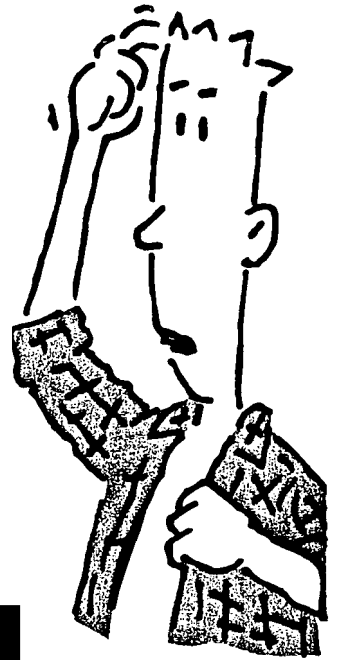
3. Fast Food



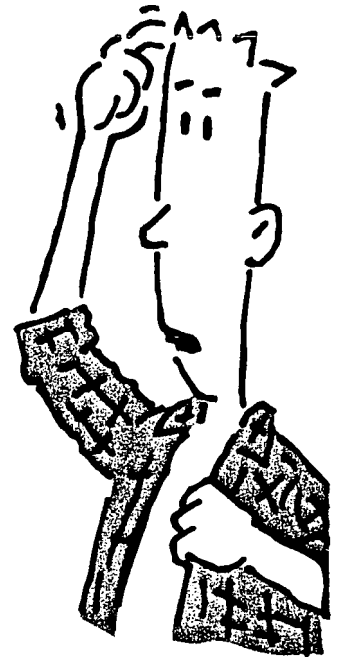
5



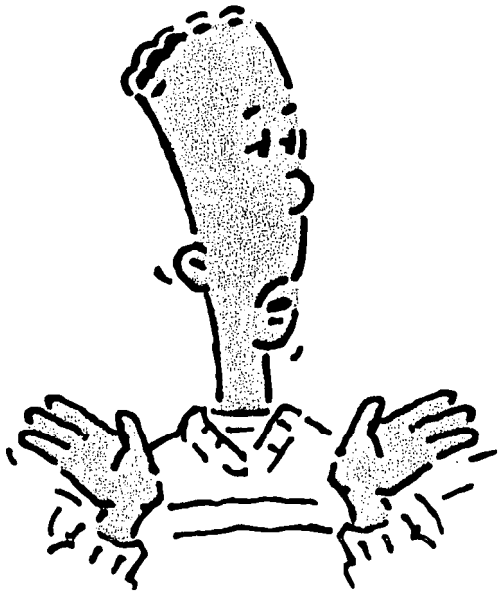
**You eat all
the fries and
drink all
the Coke**



3. Fast Food



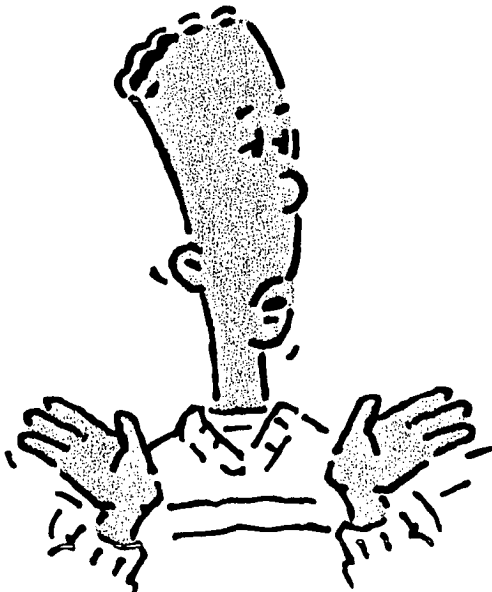
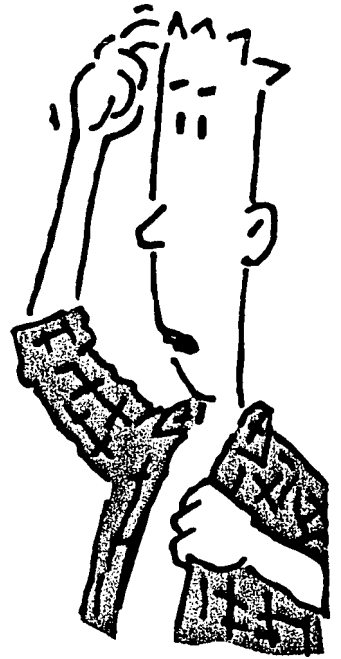
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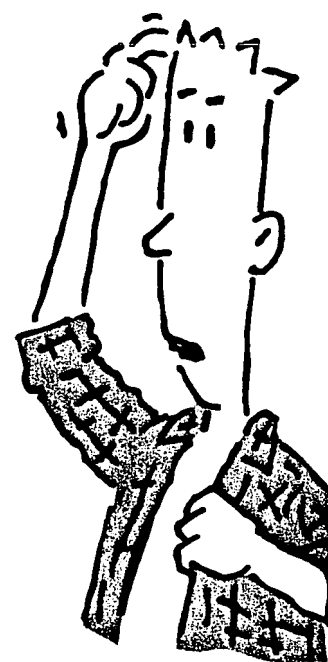


4. Nervous Nibbles

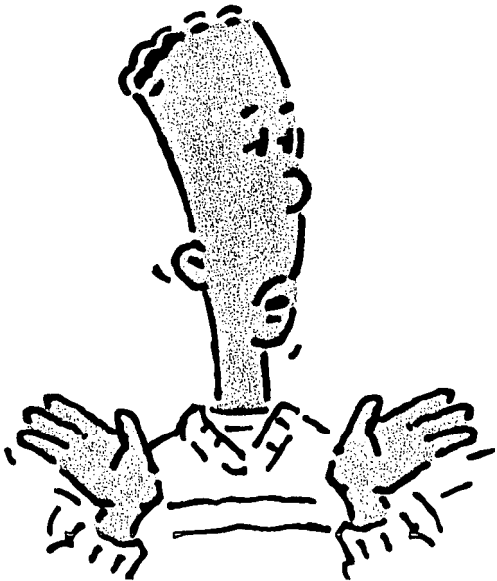
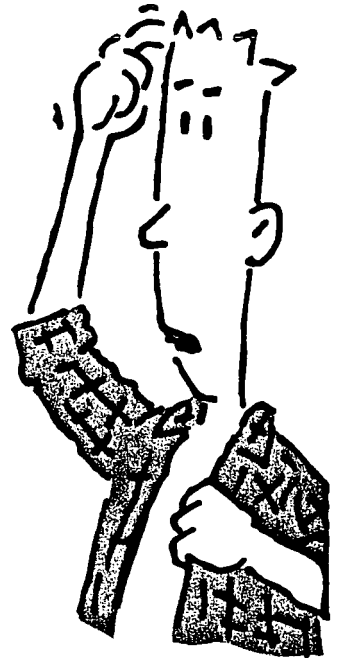
The setting:

The night before 8th grade testing.

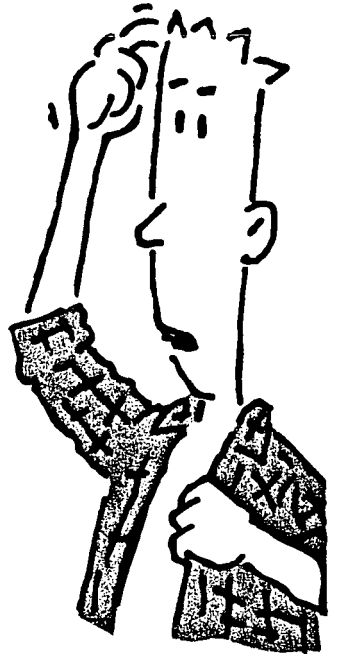




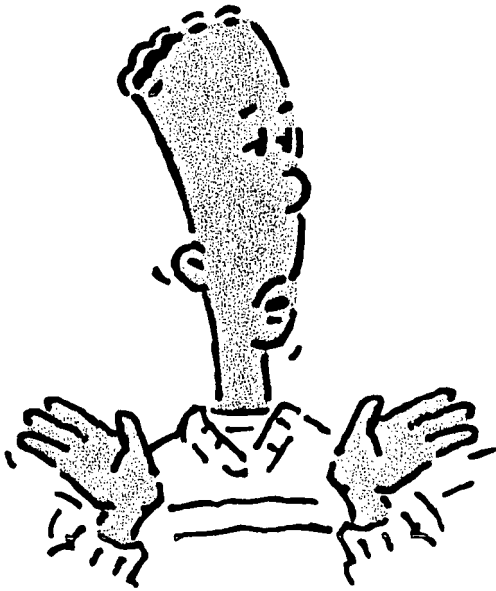
**You can't
sleep, too
nervous**



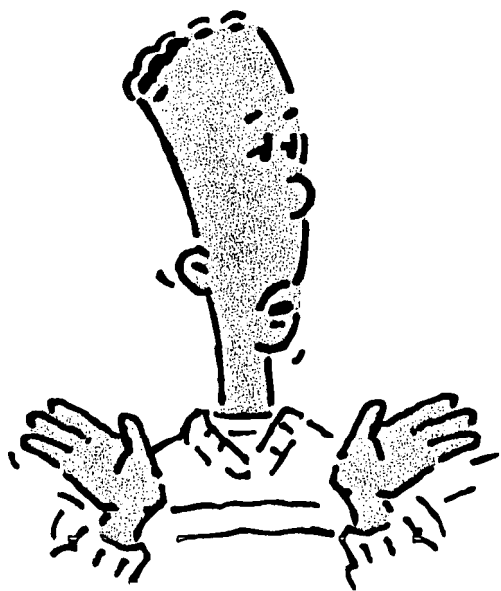
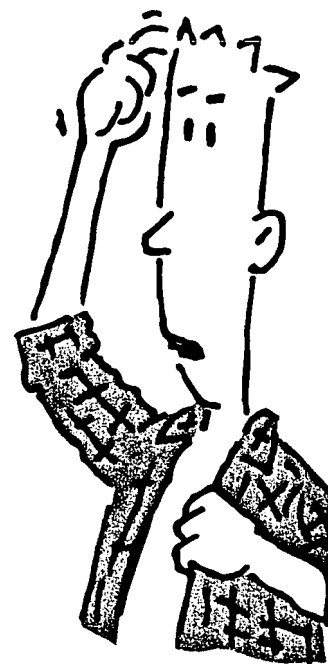
4. Nervous Nibbles



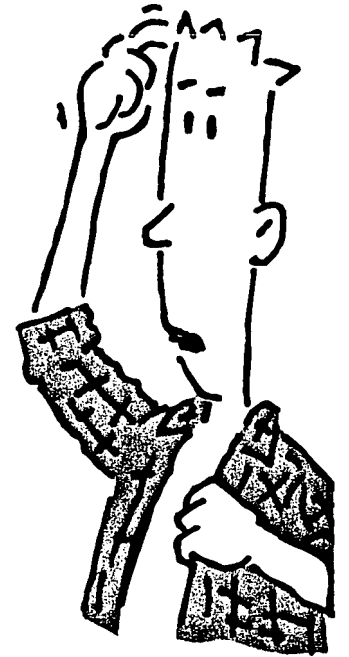
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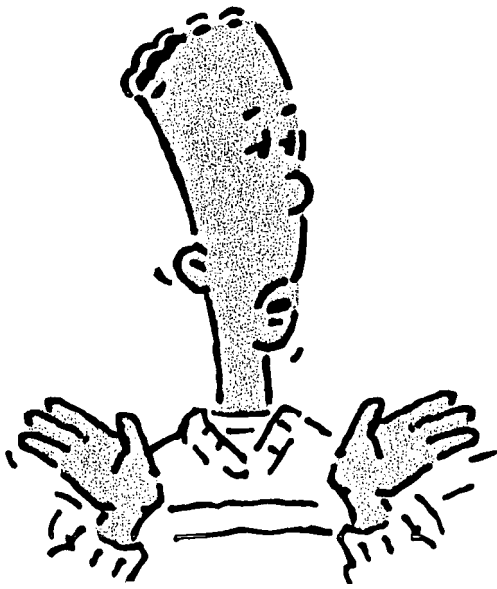
**You get up
and go into
kitchen**



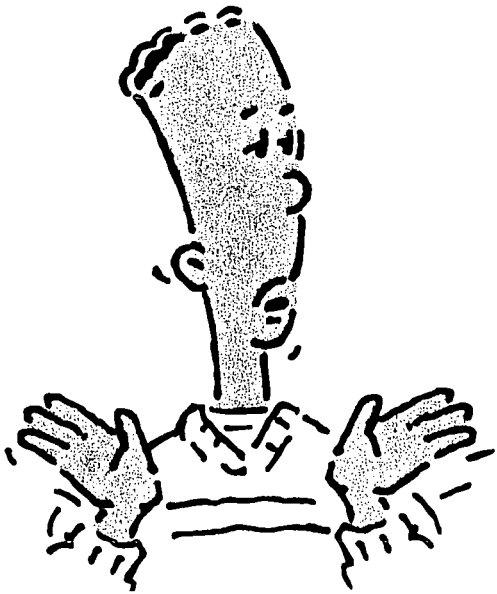
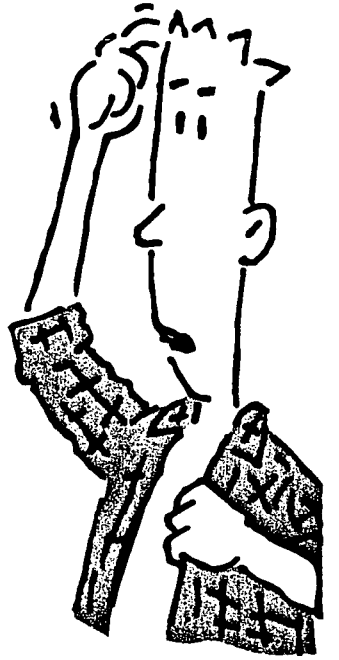
4. Nervous Nibbles



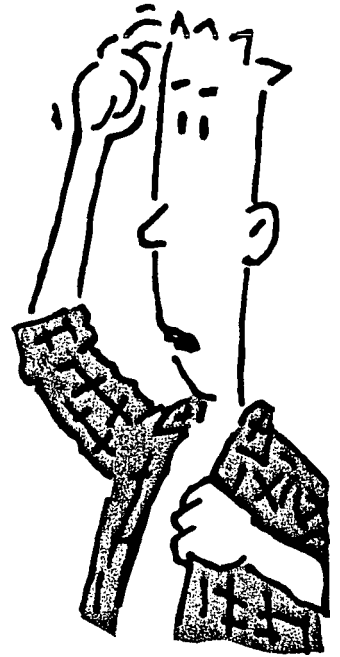
2



**You look
for something
to eat**



4. Nervous Nibbles



3



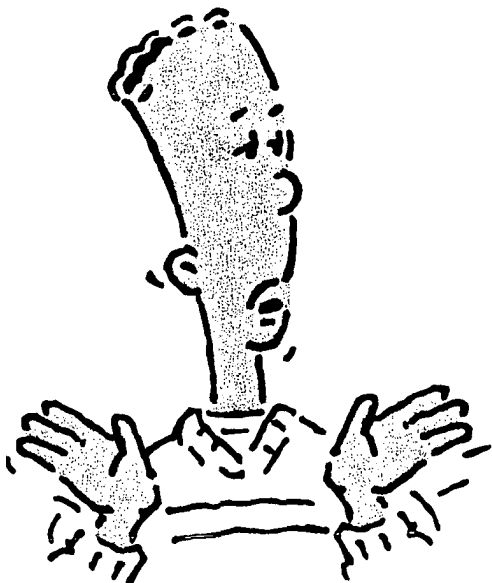
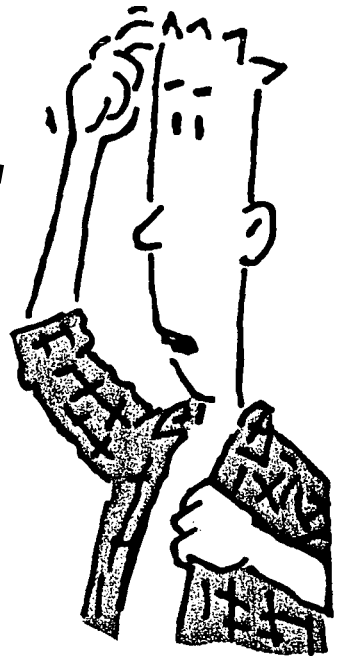
You eat half

a box of

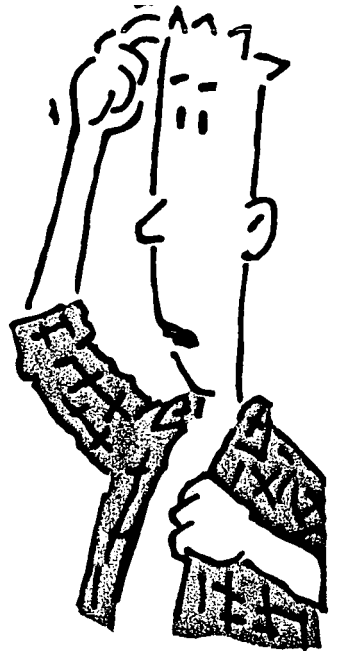
cookies

and drink a

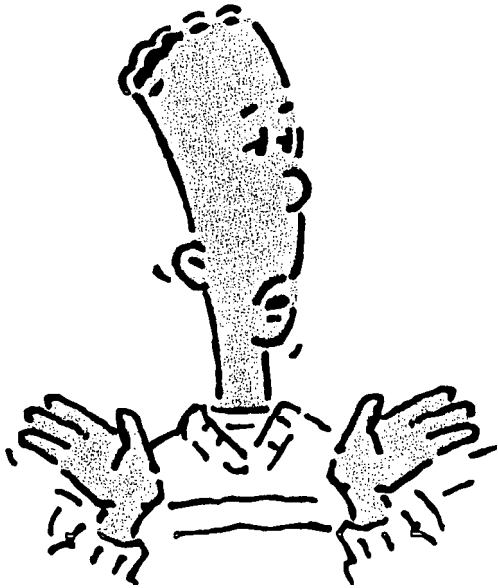
glass of milk



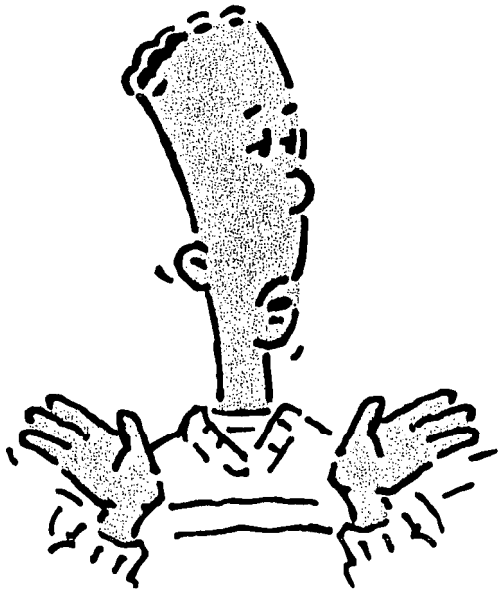
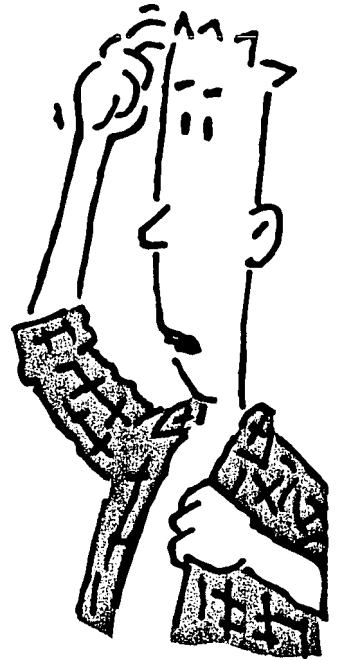
4. Nervous Nibbles



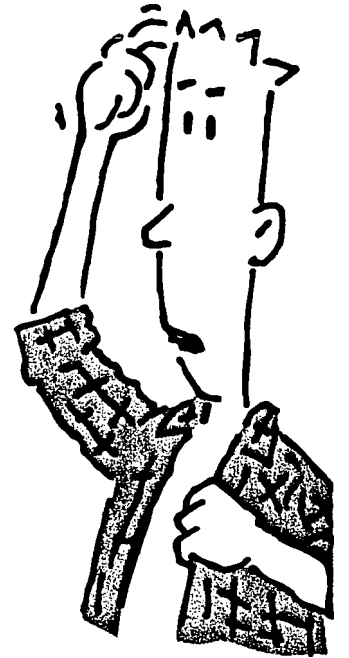
4



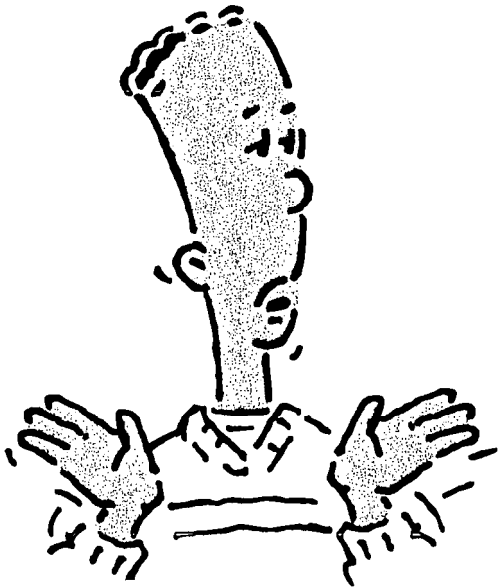
**You go
back to bed**



4. Nervous Nibbles



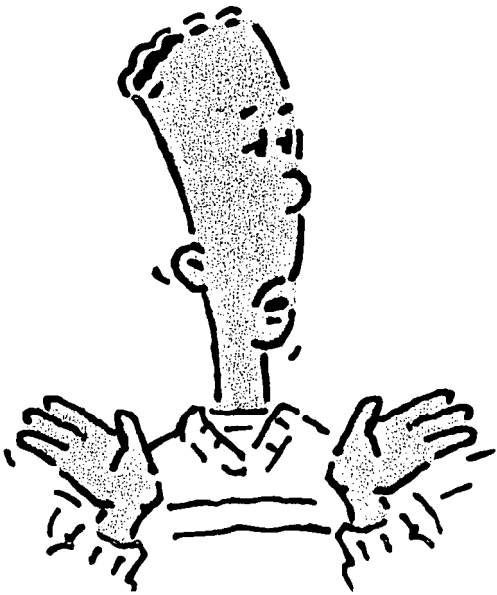
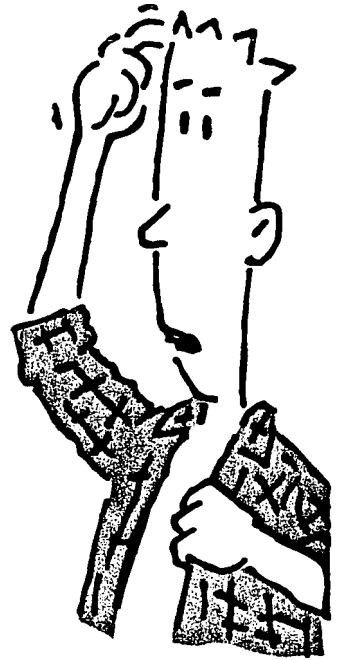
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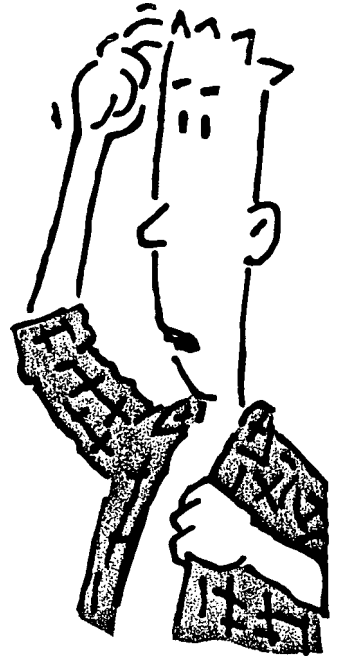


5. FILL 'ER UP

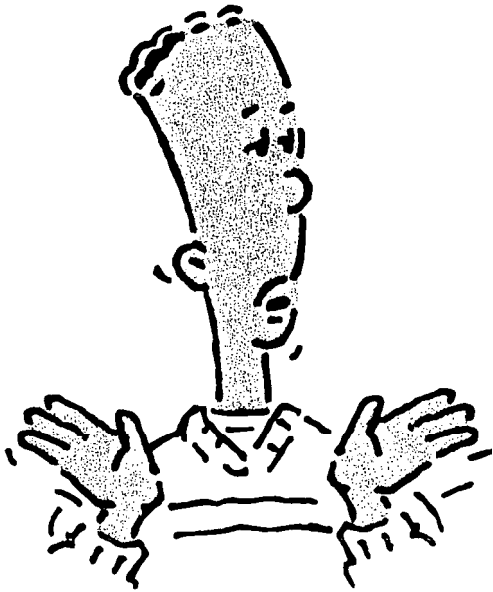
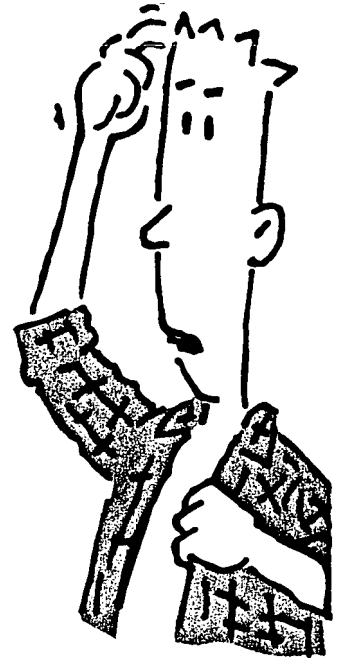
The setting:

You've just come home from school.

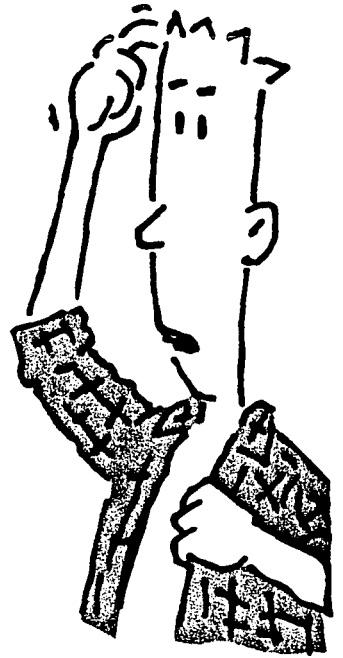




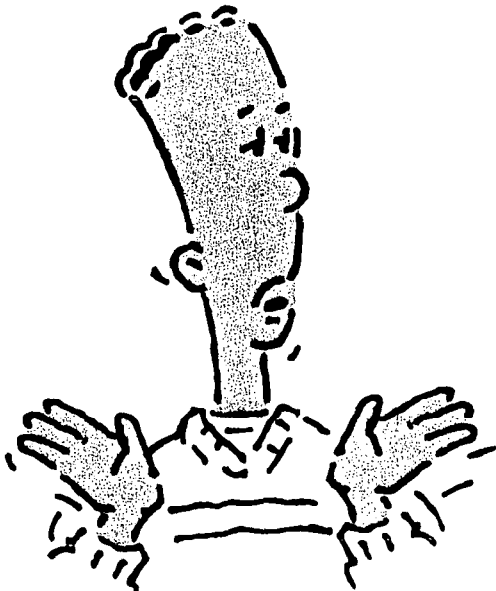
**You do
homework**



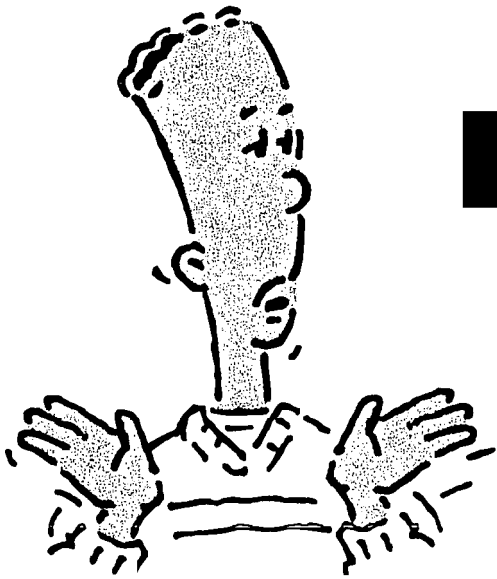
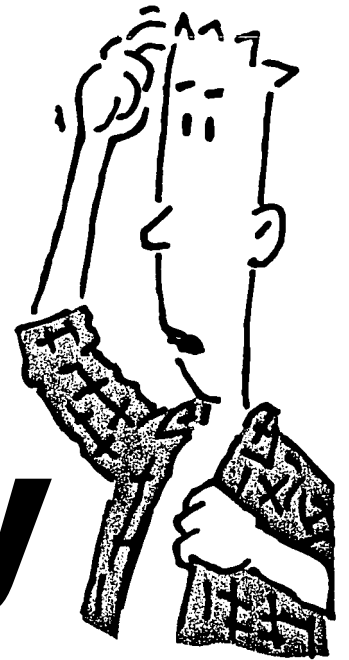
5. Fill 'er up



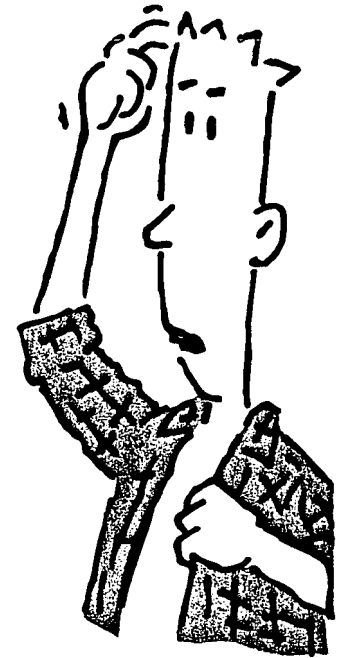
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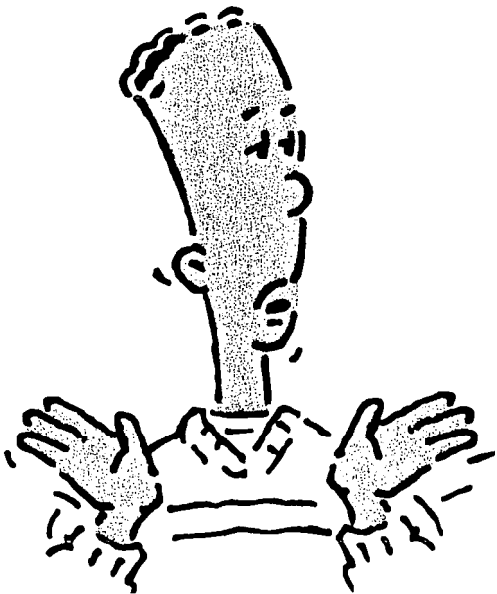
**You get ready
for play
rehearsal**



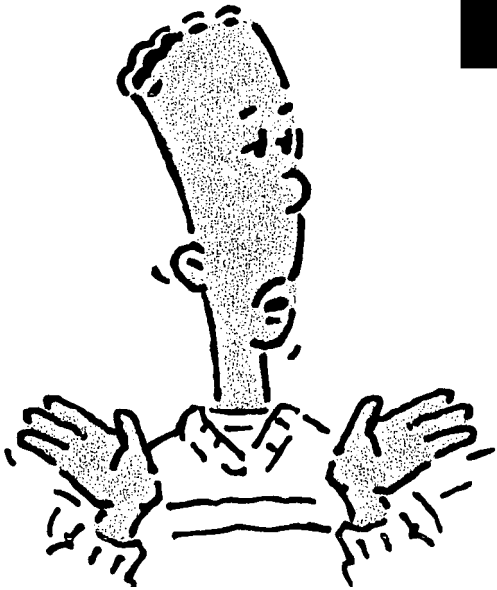
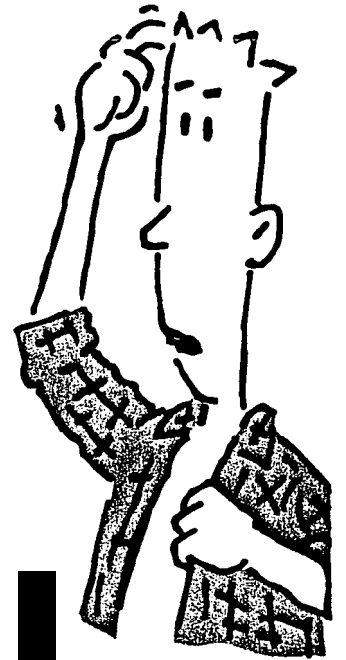
5. Fill 'er up



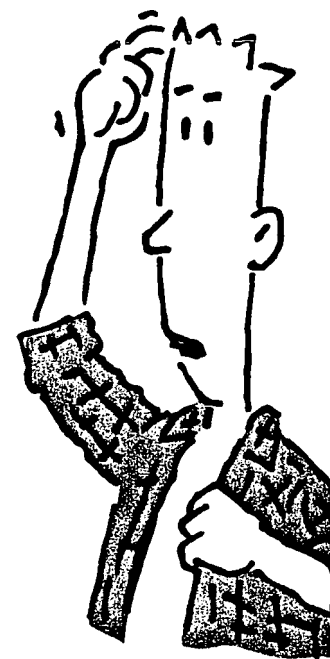
2



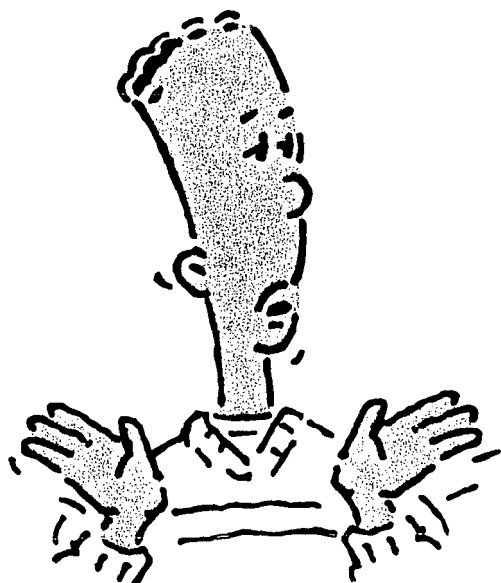
**You think
that you will
need to eat
something**



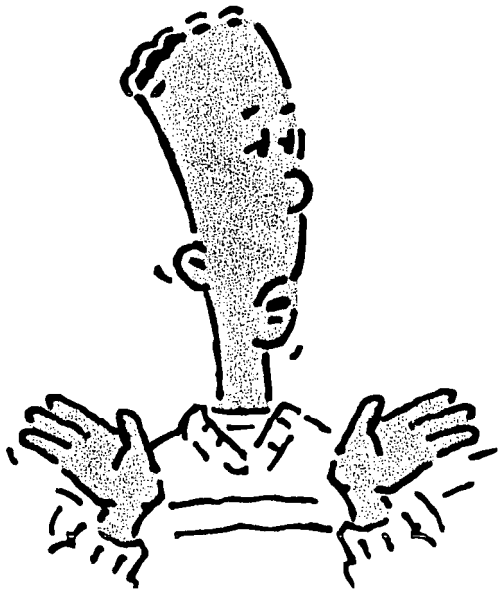
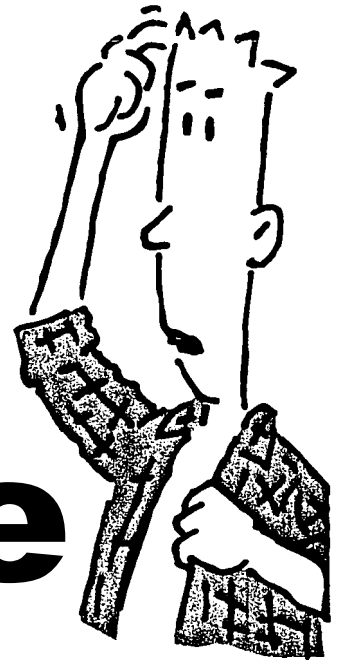
5. Fill 'er up



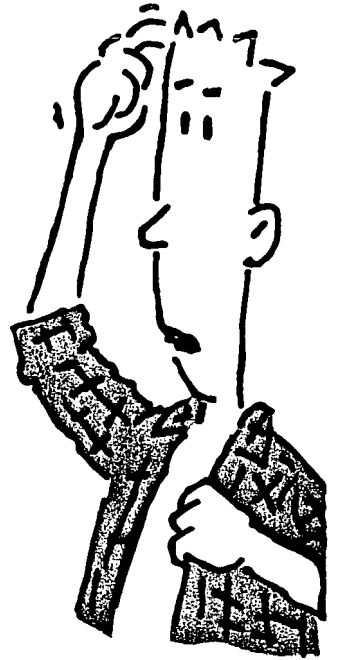
3



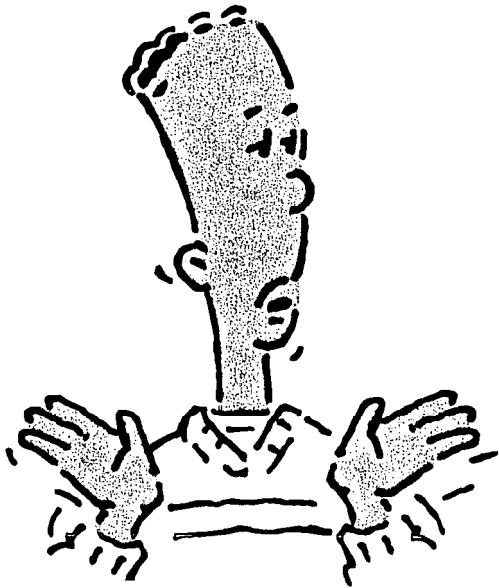
**You open the
refrigerator**



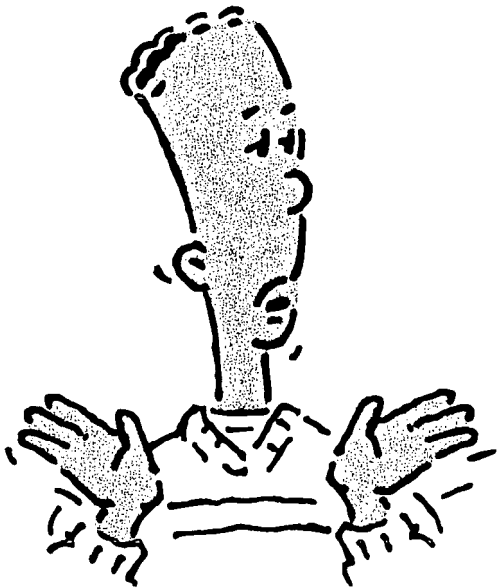
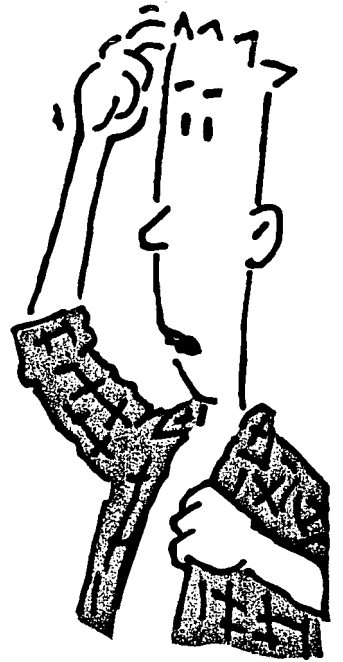
5. Fill 'er up



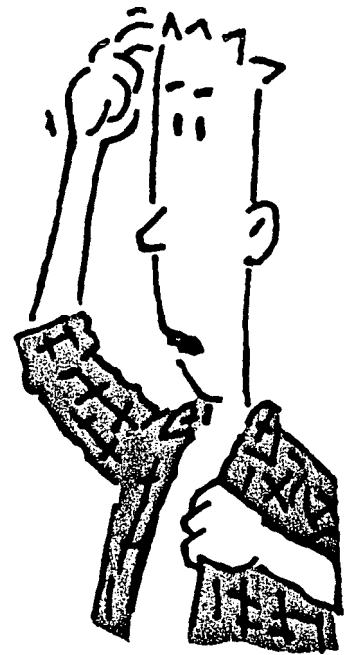
4



**You grab a
can of diet pop**



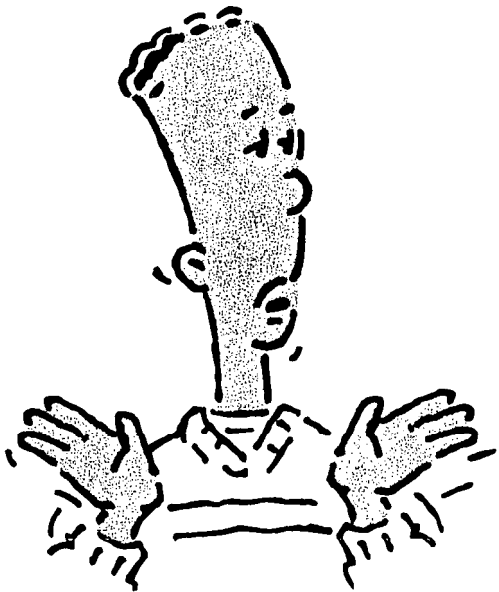
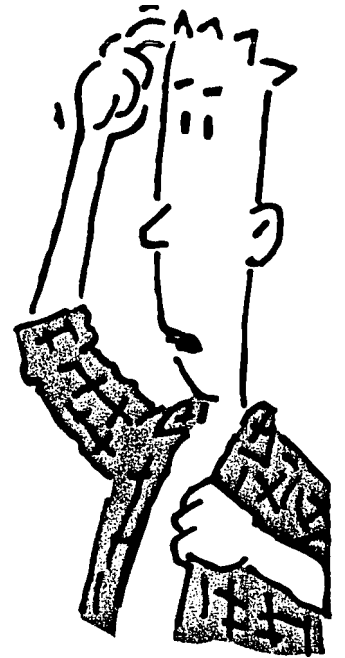
5. Fill 'er up



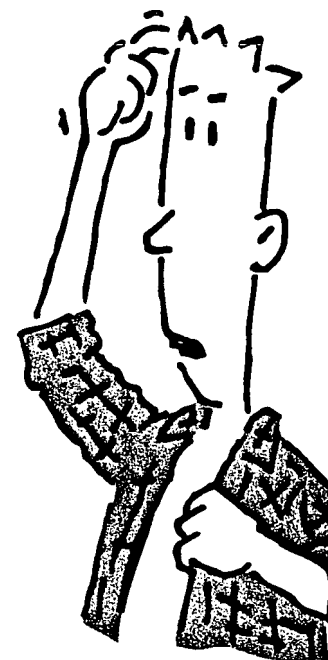
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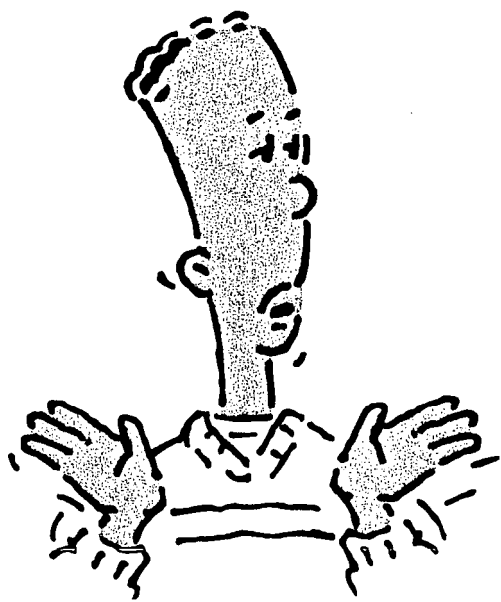
**You run out
the door for
your ride**



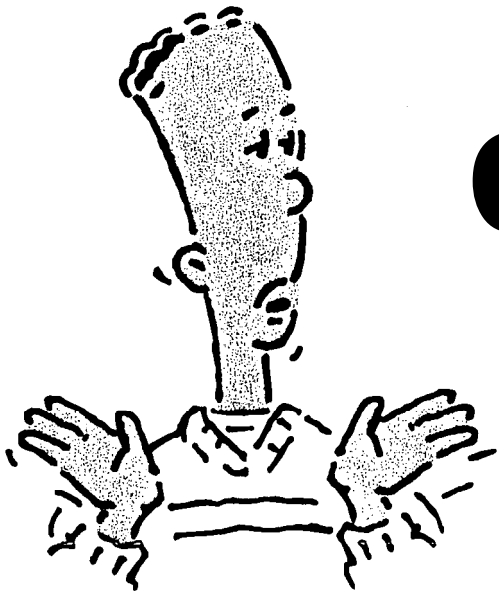
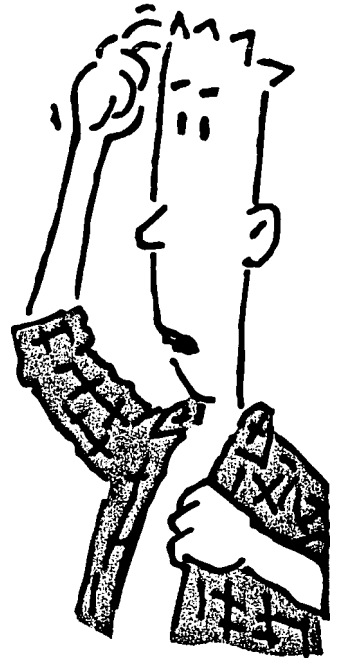
5. Fill 'er up



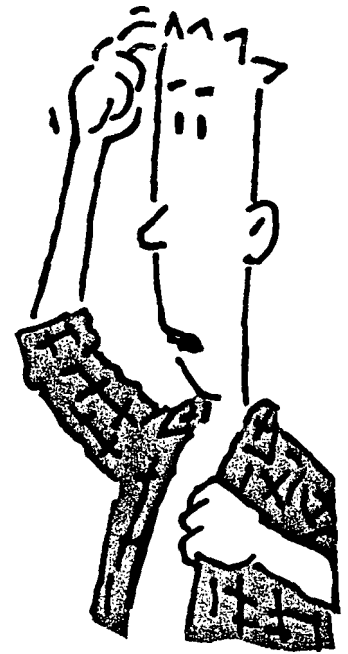
6



**You are
hungry and
have no energy
during play
practice**



5. Fill 'er up



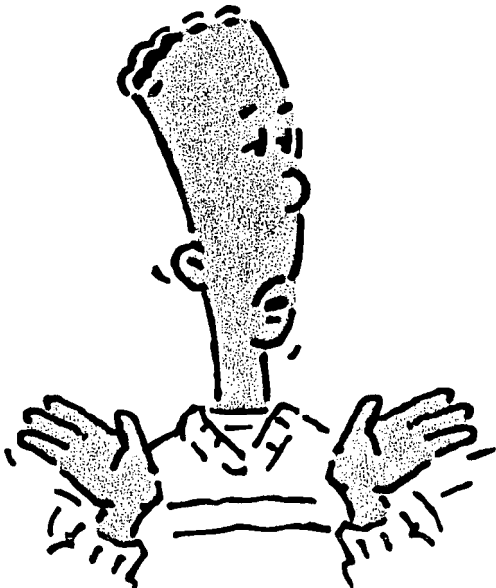
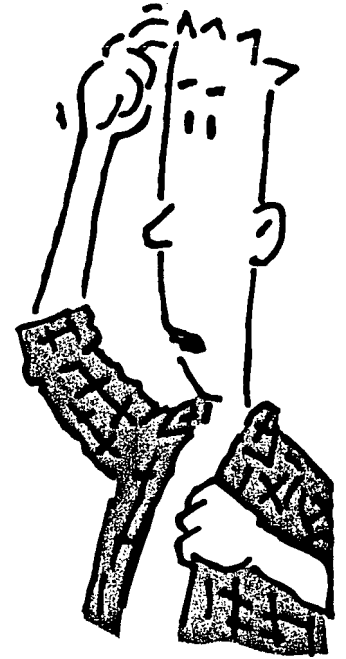
7

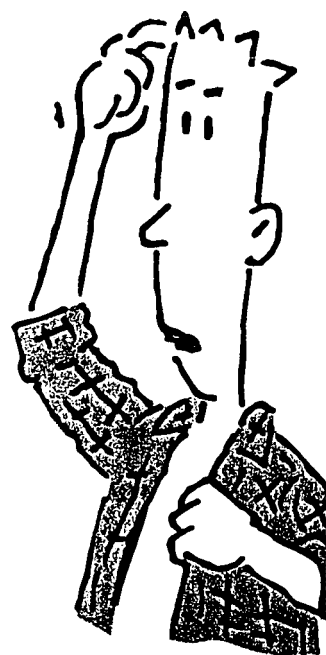


6. MORNING MADNESS

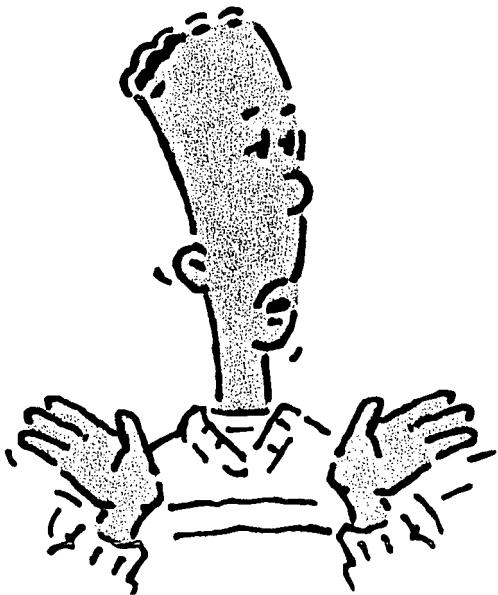
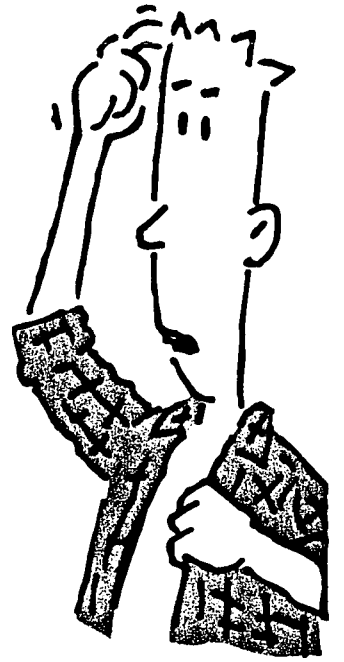
The setting:

You just woke up in the morning.

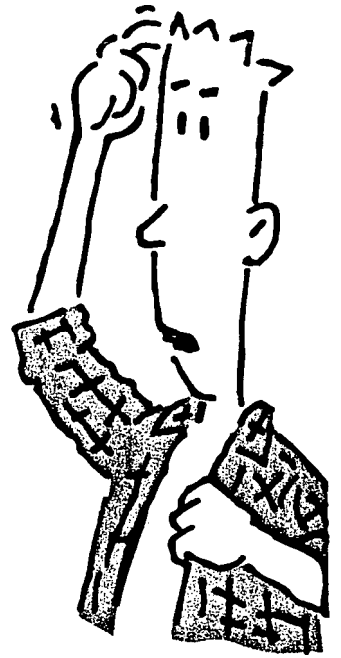




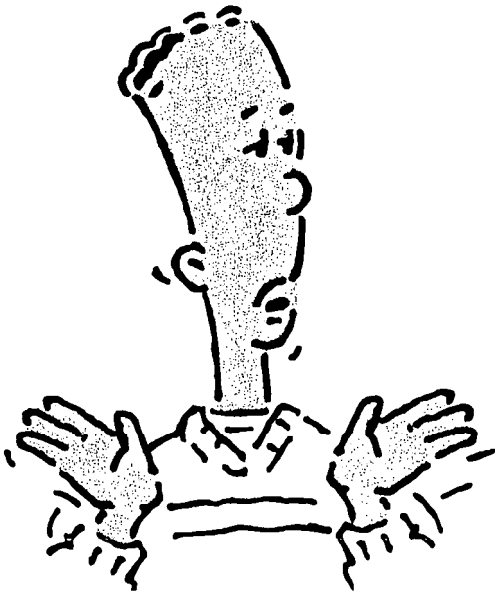
**You get
dressed**



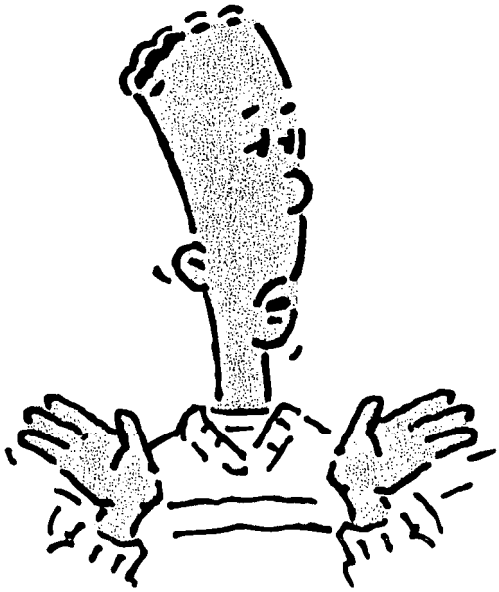
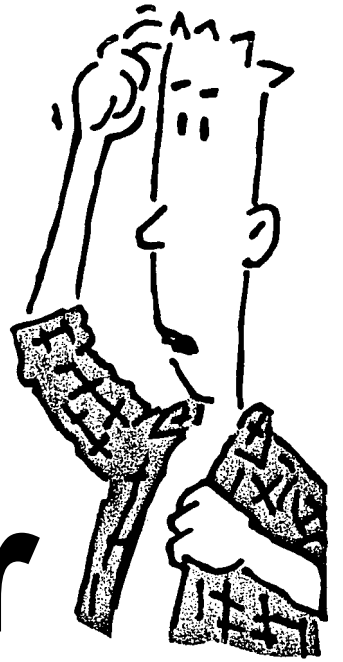
6. Morning madness



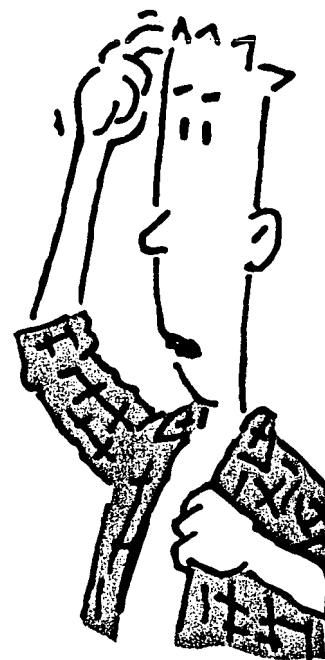
1



**You get your
backpack**



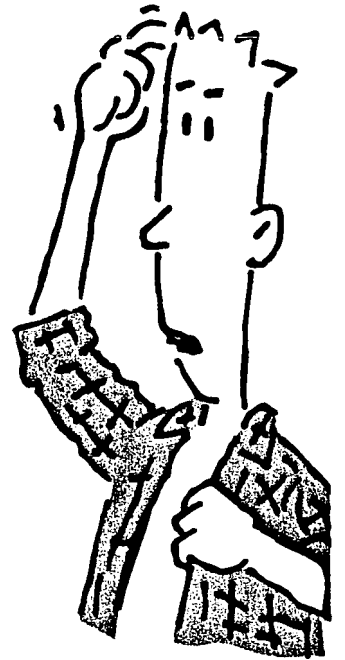
6. Morning madness



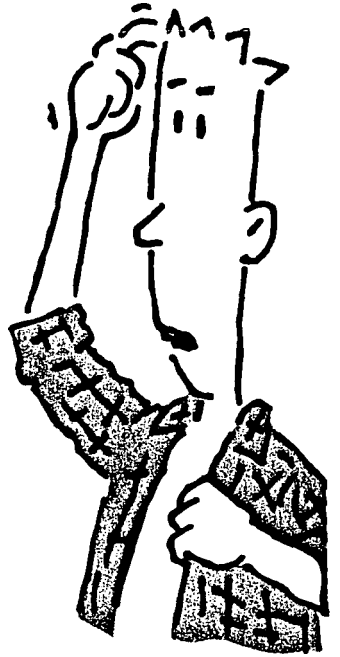
2



**You run out
the door
to catch the
bus**



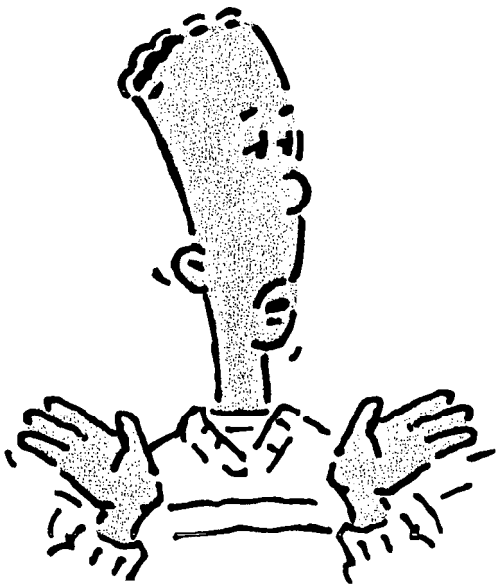
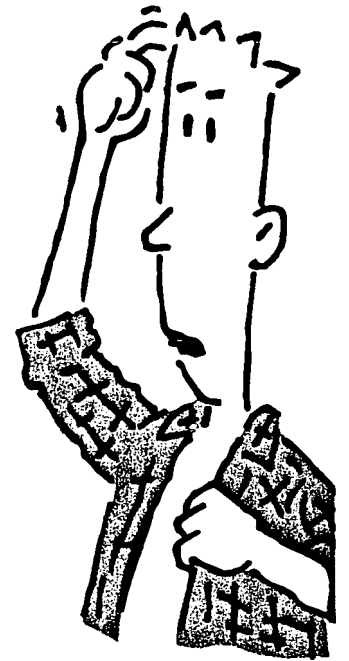
6. Morning madness



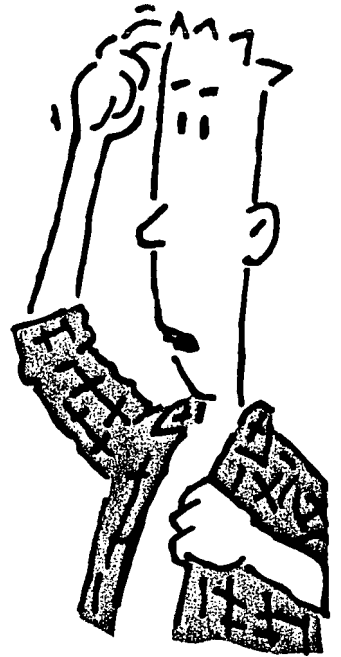
3



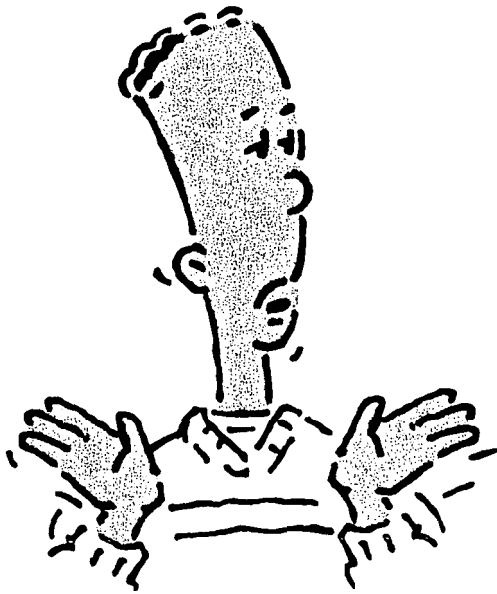
**You just
make it before
the bus
pulls away**



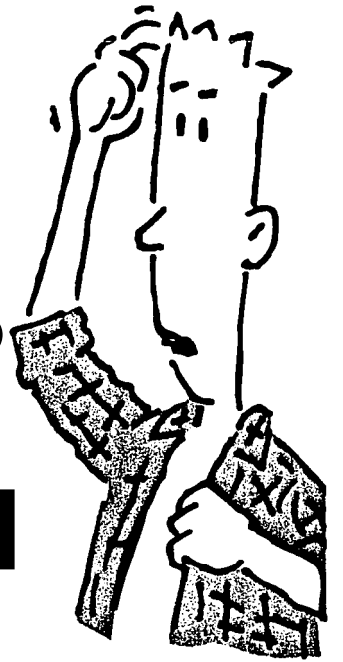
6. Morning madness



4



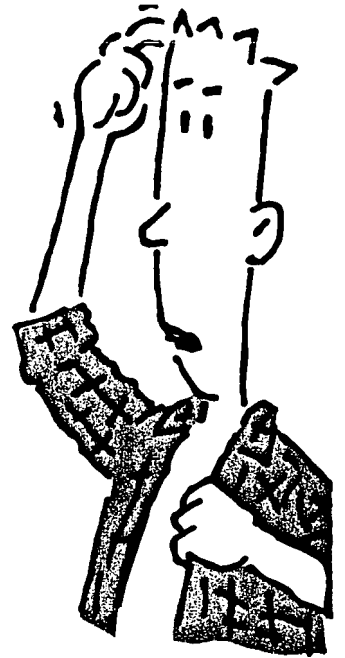
**You spend an
hour in the nurse's
office because you
have a headache**



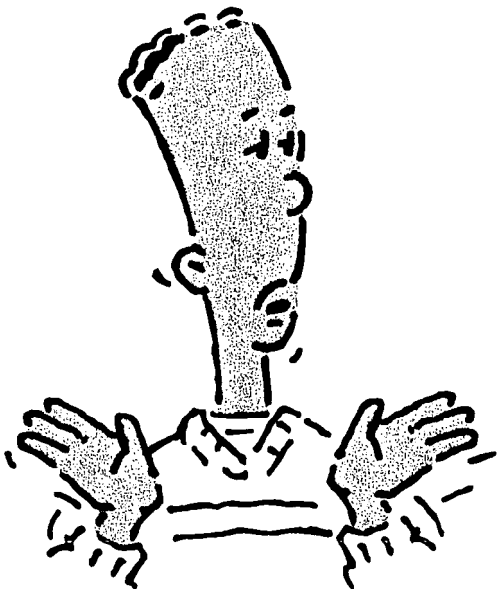
**and stomach ache
from missing
breakfast**



6. Morning madness



5





SESSION SIX SNACK STARS

OBJECTIVES:

Students will be able to:

1. Identify healthy snacks containing less fat and more fruits and vegetables.
2. Prepare and eat a vegetable snack.
3. Assign tasks to begin working on class projects.

Session Six Outline

Approximate Time	Activity	Audio/Visual	Materials
20	1. Snack Stars*		Snack Stars Poster Assignment #4
10	2. Snack Preparation and Rating		Snack foods and supplies
15	3. Presenting the Projects and Polls** CheeseWiz and Nuthead	Overhead Projector	Projects Part One Comic #6 Transparency #14
Total 45			

* Before the class begins, select project small groups or allow students to choose their groups.

** The rubric for grading the projects is in Session Ten.

ACTIVITY ONE: Snack Stars

- A. Remind the students about what they did in the last session of TEENS when they looked for chains of events that led them to eating high fat foods. Ask if anyone has noticed their own habits, or chains, since doing this activity and whether anyone has tried to change one of their own chains or routines.
- B. Explain that they have now looked at their food cues and chains that led them to eating high-fat foods or junk foods instead of low-fat foods or fruits and vegetables. Today they will take a brief look at what they really think are healthy snacks by helping to judge a Snack Stars competition.

- C. Tell the students to get into their small groups.
- D. **Display the Snack Stars Poster on the Board and hand out one Snack Stars sheet** to each student. Explain that, as a group, they will be ranking the students as to how healthy their snack habits are. The best Snack Star will be #1, the second best contestant will be #2, the third best will be #3, etc., with the worst Snack Star being #6.
- E. Call on six different students to read what each of the snack star contestants has to say.
- F. Tell students to work in their groups to decide which student will be the winning snack star, (i.e. #1) which will be #2- the runner up, etc. They must come to a decision as a group. They should write the number of the student's ranking on the line next to the student's name on their sheet.
- G. Allow students a few minutes to complete their rankings. Then, call on each group to report their rankings. Write the rankings on the poster on the line below the snack star contestant's names, so that each group's numbers will appear.
- H. Discuss the results as time permits, asking why students ranked the contestants the way they did. Most groups will choose the same student for #1, but they will differ on the other rankings.

Snack Star Contestants / Discussion Key

Snack Star Contestants

Tanja Reen

My name is Tanja Reen. I just love fruit. I eat Fruit Roll-ups for snacks and sometimes Fruit Loops. Nothing can measure up to Fruit by the Foot, and of course, I drink Fruitopia. I'm a straight A student and I play the fruit - I mean the flute - of course, I'm very popular.

Tanja loves fruit but she isn't getting very much of it. Fruit Roll-Ups and Fruit By the Foot have very little fruit in them, Fruit Loops are part of the grain and cereal group and are fortified with vitamins; Fruitopia actually has only 70% fruit juice in it. Fresh fruit, canned fruit or 100% juice would be a better choice.

Juan Moresnack

My name is Juan Moresnack. I usually eat some cookies and skim milk when I get home from school. My favorites are Chips Ahoy. I eat about four of them and then I go do my homework or hang with friends. Eating isn't something I think about a lot. I've got more important things to do.

Juan drinks milk which is a healthy snack and has some cookies that actually total about 11 grams of fat and 230 calories. Fruit, veggies and dip, or low-fat cookies would probably be a better choice.

Ida WannaEat

My name is Ida WannaEat. I am very conscious of my weight. I plan on being a professional dancer and as far as I'm concerned everything I do now is part of my career as - did I say a professional dancer? I only drink diet pop, but sometimes I'm quite hungry after my dance class - it's at a professional studio - did I say that? So I usually eat some Snackwell's cookies. They're low in fat so I often eat a whole box of them. I think that is really the professional way to snack, don't you?

Ida is probably watching her weight too much. Drinking a lot of diet pop will just fill her up so she won't eat the foods she really needs if she does want to become a professional dancer. She will need energy and a strong body that comes from eating a variety of healthy foods, including foods from all the food groups. Not eating enough food will not help her career! She has also made a common mistake - because the cookies are low in fat, she thinks she can eat as many of them as she wants. Snackwell's cookies may be low in fat, but they still have calories and the fat adds up if she eats a whole box of them. For example a whole box of the Snackwell's Vanilla Cream cookies would contain 880 calories and 24 grams of fat.

Will Eatanything

My name is Will Eatanything. I'm a big guy with a big appetite. I'm doing great at football and two of the high schools are scouting me out. I usually eat a couple of slices of pizza and a quart of orange juice after school. If I'm really hungry I eat whatever's around. It doesn't really matter - I'm as healthy as a horse and as big as one, too.

Will probably does need a lot of food, but he needs a lot of the kinds of food that will help his body stay in shape for football and give him the energy he needs. Orange juice is a great choice for him, but maybe he could eat less pizza and add some veggies and dip.

Sue Pandsalad

My name is Sue Pandsalad. I am the busiest person I know. I'm on student council, in the drama club, I'm going out for track and I have two and a half boyfriends - well - I only like one of them half as much as he likes me. Anyway, I have no time for pimples and low energy so I eat fruit for snacks, or maybe some carrots and dip. If I'm really hungry I'll have a yogurt or maybe some pretzels.

Sue is busy and knows that to feel good and look her best she needs to eat the kinds of foods that her body needs. She makes wise snack choices by eating fruits and vegetables and dairy products or pretzels which are low in fat and fill her up.

Chip Sandpop

My name is Chip Sandpop. I usually have half of a big bag of potato chips after school and a 20 oz. bottle of Coke. I'm starved when I get home from school. I'm in a growth spurt, man. At least I'm getting some potatoes! And, I know I burn up the sugar in the Coke 'cause I'm really hyper. I need calories, man, I need calories!

Chip is getting a lot of fat and sugar - and very little potato! The processing of the potato chip takes most of the nutrients out, anyway. If Chip is in a growth spurt he should be eating a variety of foods that his body needs to grow, such as fruits, vegetables, low-fat milk, and dairy products, lean meats and poultry, and breads, cereals, and pasta. And who wouldn't be hyper after a 20 oz. bottle of Coke?

ACTIVITY TWO: Snack Preparation and Rating

- A. Tell the students that they will now make their own great snack to eat here in class.
- B. Allow time for students to wash their hands.
- C. **Distribute the foods and materials for students to make their snacks.**
- D. Demonstrate how to make the snack.
- E. Tell students to prepare and eat their snacks.
- F. After students have tasted the snack, tell them to take out their **Super Snack sheet** and rate the snack.
- G. Tell students they may eat their snacks while you explain what will be happening during the next few TEENS sessions.

ACTIVITY THREE: Presenting the Projects and CheeseWiz and Nuthead

- A. Explain that for the next few sessions of TEENS, they will be working on small-group projects. Each group will have about four students in the group and each group will have a different project. After the groups complete the projects, each group will give a class presentation on _____. They will learn more about this as they go along.
(Date)
- B. Explain that each of the projects involves doing some research. It might be interviews or polls or collecting information at school or in the community. All of the projects will have something to do with the eating habits of teenagers and some of them will be about their own school or community.
- C. Divide the class into groups of four students that you think will work well together or allow students to choose their project groups.
- D. Distribute **Part One of the projects.**

E. Tell each group to **choose a leader** who will help keep the group organized and on task.

F. Write down the group leaders here.

_____	Project 1: Vend for Yourself
_____	Project 2: Easy Come, Easy Go
_____	Project 3: It all Ads Up
_____	Project 4: Can the Can OR Put Down the Pop
_____	Project 5: Low Fat Means High Profits
_____	Project 6: To Veg or Not to Veg
_____	Project 7: It's Everywhere It's Everywhere
_____	Project 8: Input Output
_____	Project 9: Extra! Extra! Eat All About It!

G. Explain that each project group will be conducting a poll. Ask if they know what a poll is.

H. Explain that polling people means asking their opinion. Polls are used to find out what people think about elections, the President, TV shows, and even food.

I. **Distribute one CheeseWiz and Nuthead Comic #6 to each student.**

J. Project Transparency #14. Call on two students to read the comic out loud, taking on the roles of CheeseWiz and Nuthead.

K. **EXPLAIN:**

1. Each of you will be conducting five polls with students from other classes. Students who have Project #4 will actually poll an entire class.
2. You can ask the questions and write the answers on the poll sheets.
3. You should bring in the completed polls on _____, the next TEENS class, when you will tally the polls and make a chart of your results.

- L. As time permits, allow students time to read over their projects and the poll sheets.
- M. Remind students to have their polls completed for the next TEENS class.

Snack Star Contestants

Tanja Reen

My name is Tanja Reen. I just love fruit. I eat Fruit Roll-Ups for snacks and sometimes Fruit Loops. Nothing can measure up to Fruit by the Foot, and of course, I drink Fruitopia. I'm a straight A student and I play the fruit - I mean the flute - of course, I'm very popular.



Juan Moresnack

My name is Juan Moresnack. I usually eat some cookies and skim milk when I get home from school. My favorites are Chips Ahoy. I eat about four of them and then I go do my homework or hang with friends. Eating isn't something I think about a lot. I've got more important things to do.

Ida WannaEat

My name is Ida WannaEat. I am very conscious of my weight. I plan on being a professional dancer, and as far as I'm concerned, everything I do now is part of my career as - did I say a professional dancer? I only drink diet pop, but sometimes I'm quite hungry after my dance class - it's at a professional studio - did I say that? So I usually eat some Snackwell's cookies. They're low in fat so I often eat a whole box of them. I think that is really the professional way to snack, don't you?



Will Eatanything

My name is Will Eatanything. I'm a big guy with a big appetite. I'm doing great at football and two of the high schools are scouting me out. I usually eat a couple of slices of pizza and a quart of orange juice after school. If I'm really hungry, I eat whatever's around. It doesn't really matter - I'm as healthy as a horse and as big as one too.

Sue Pandsalad

My name is Sue Pandsalad. I am the busiest person I know. I'm on Student Council, in the drama club, I'm going out for track, and I have two and a half boyfriends - well - I only like one of them half as much as he likes me. Anyway, I have no time for pimples and low energy so I eat fruit for snacks, or maybe some carrots and dip. If I'm really hungry I'll have a yogurt or maybe some pretzels.



Chip Sandpop

My name is Chip Sandpop. I usually have half of a big bag of potato chips after school and a 20 oz. bottle of Coke. I'm starved when I get home from school. I'm in a growth spurt, man. At least I'm getting some potatoes! And, I know I burn up the sugar in the Coke 'cause I'm really hyper. I need calories, man, I need calories!

CHEESEWIZ and NUTHEAD

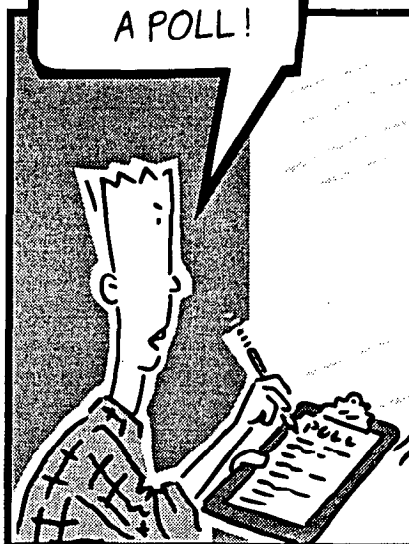
Part 1
of
Projects

Hey, CheeseWiz. Gotta minute?
I'm taking a poll.

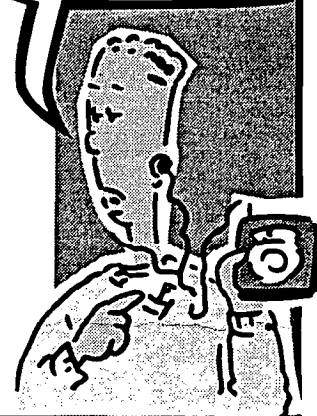


Huh?

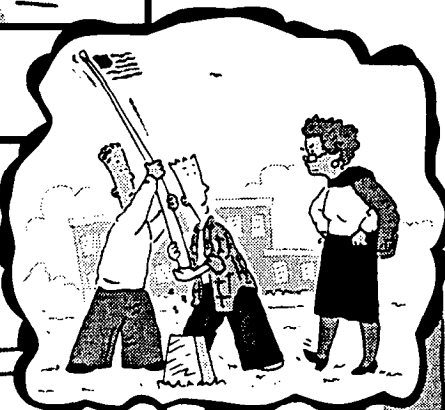
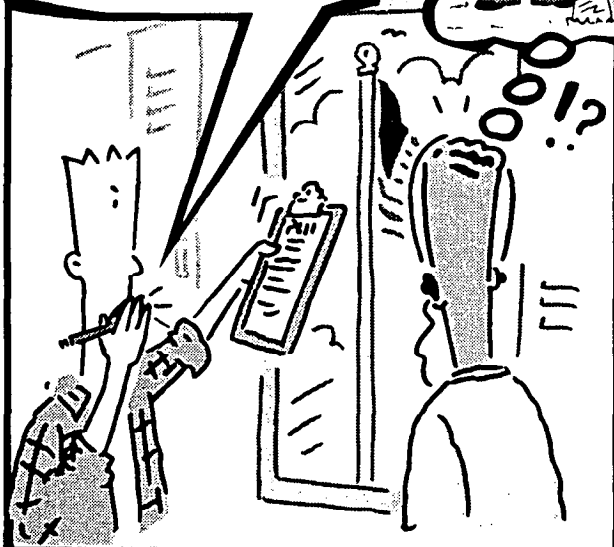
I'M TAKING
A POLL!



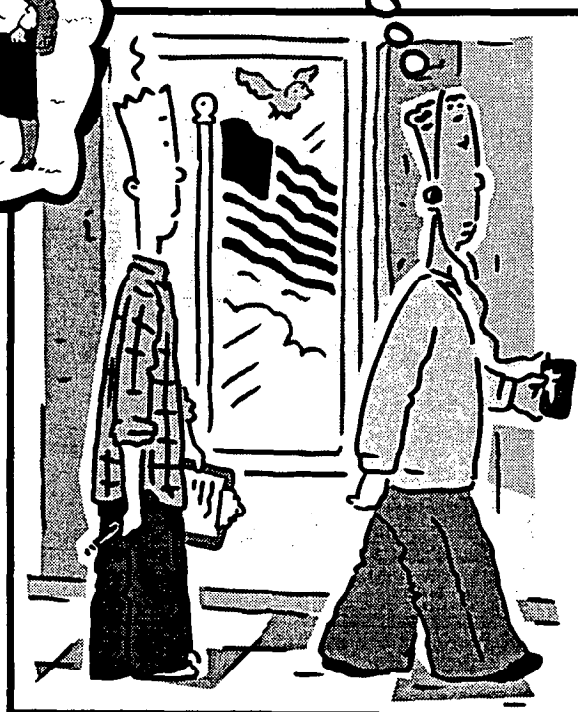
Can't hear you,
heh, heh.
I'm like into
this tune.



CheeseWiz, you dork!
Turn it off!
I'm taking a POLL
and I have to do it
before fifth hour!

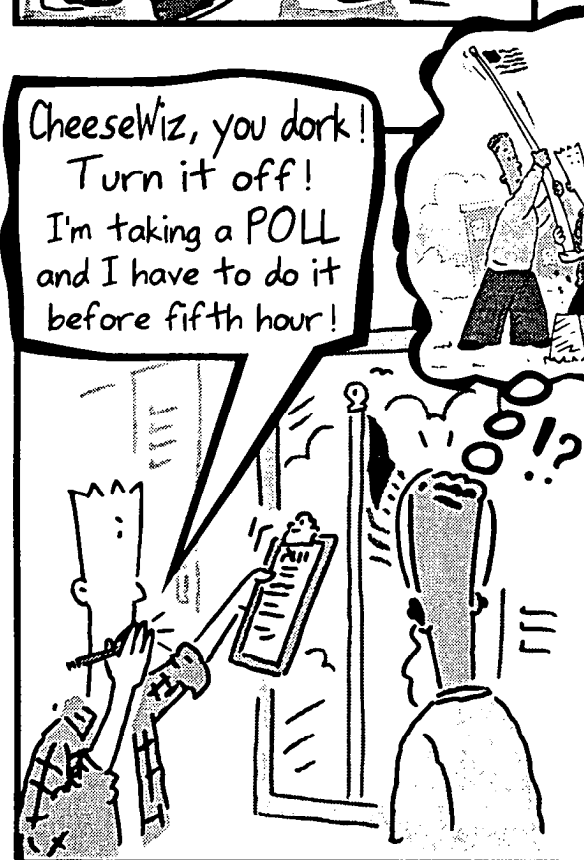
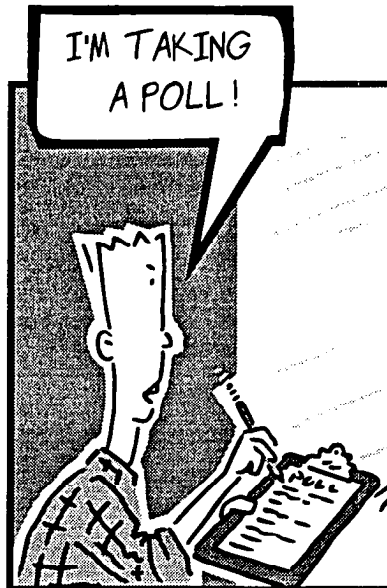
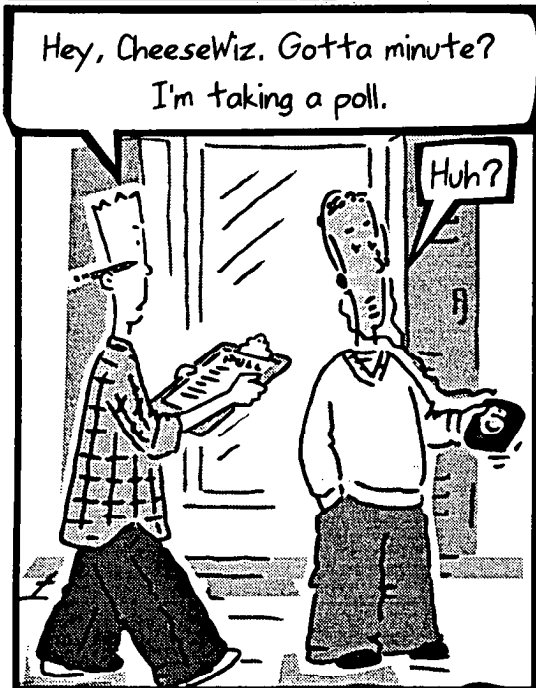


He has definitely
lost it.



CHEESEWIZ and NUTHEAD

Part 1
of
Projects





SESSION SEVEN

Gathering Information and Poll Tally

OBJECTIVES:

Students will be able to:

1. Research information for their projects.
2. Tally the polls for their projects.

Session Seven Outline

Approximate Time	Activity	Audio/Visual	Materials
40	1. Projects Part Two and Cheesewiz and Nuthead	Overhead Projector	Projects Part Two Comic #7 Transparency #15
5	2. Snack, Snack Rating and Parent Pack #3		Snack Parent Pack #3
Total 45			

ACTIVITY ONE: Projects Part Two and CheeseWiz and Nuthead

- A. Remind students of the projects they started during the last TEENS session. They should have all completed their polls for today's class.
- B. Explain that today each small group will work on Part Two of their project, tallying the polls on one sheet and finding out information about their topic.
- C. **Distribute the Part Two section of each project** to the appropriate groups.
- D. **Distribute one CheeseWiz and Nuthead Comic #7** to each student.
- E. **Project Transparency #15** Ask two students to read the CheeseWiz and Nuthead Comic out loud to the class, taking on the roles of CheeseWiz and Nuthead.

- F. Tell students to read through the instructions for Part Two, decide who will do each task, and then begin working.
- G. Circulate among the groups to answer any questions.
- H. If students complete everything in Part Two, you could give them Part Three to start on.
- I. Remind students to do any project work that must be done outside of class before the next TEENS session on _____
(Date of next TEENS session)

ACTIVITY TWO: Snack, Snack Rating and Parent Pack #3

- A. Tell students that while they are working, you will pass out a low-fat snack for them to taste.
- B. Distribute **one low-fat snack to each student**.
- C. Towards the end of the class period, ask students how they liked today's snack.
- D. Tell students to take out their **Super Snacks sheet** and write in today's snack on the sheet. They should then rate the snack.
- E. Ask students if they would ever buy the snack for themselves.
- F. Tell students that the third Parent Pack will be sent to their parents or another adult in their home this week.
- G. Hold **up TEENS Parent Pack #3** and briefly explain the contents of the Parent Pack as follows:

Briefly explain the contents of the parent packs as follows:

At the end of the TEENS Program, one coupon will be drawn to win a prize.

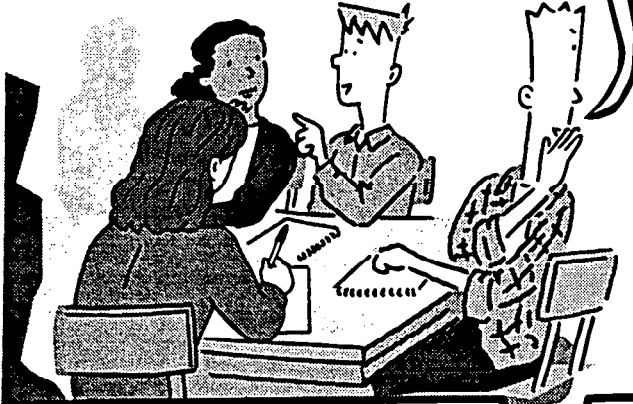
The more coupons the family returns, the more chances they have to win the drawing!

H. Handout Parent Pack #3 to each student.

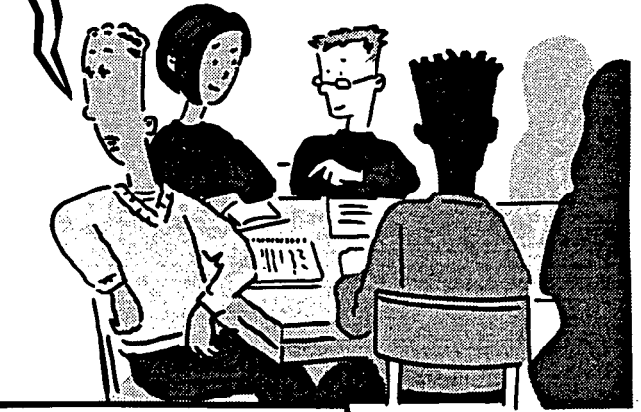
CHEESEWIZ and NUTHEAD

Part 2
of
Projects

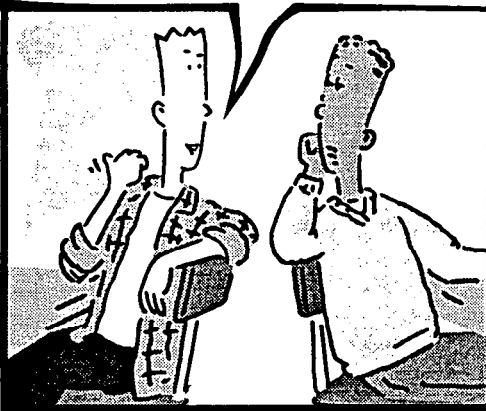
P-s-s-t, Cheesewiz, I just love this group work, heh heh.



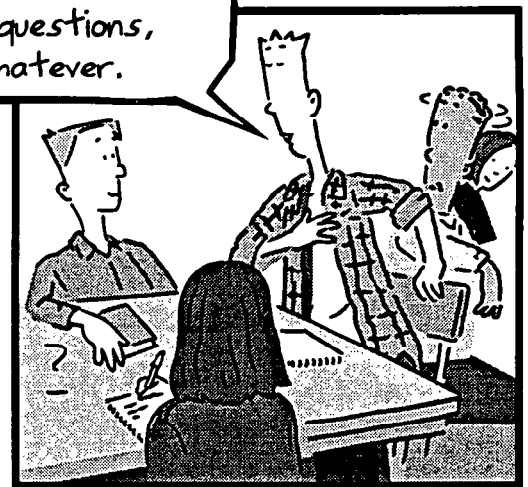
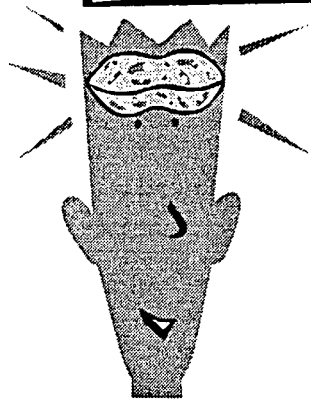
Uh, What do you mean?



You know, all you have to do is sit back and let the other kids do all the work. Watch this.

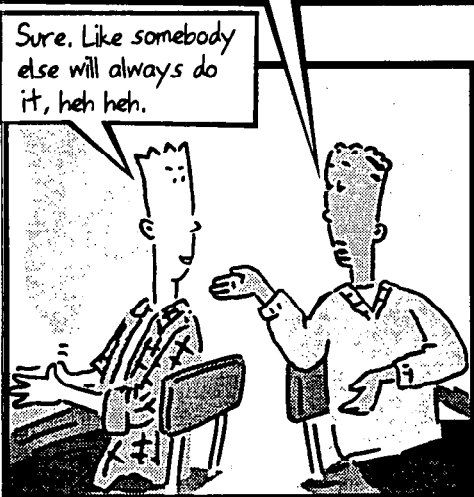


Uh, like I'll find the answers to those questions, sure, whatever.



And you're not really gonna do it? Cool.

Sure. Like somebody else will always do it, heh heh.



Okay class. After everyone signs up for their jobs I'll collect the sheets so I'll know exactly who is responsible for each part.



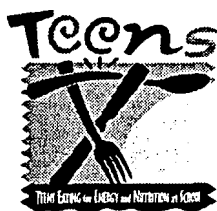
Heh, heh



CHEESEWIZ and NUTHEAD

Part 2
of
Projects





SESSION EIGHT

Putting it All Together

OBJECTIVES:

Students will be able to:

1. Make conclusions about the project topic based on their research.
2. Construct visual aids for their presentation.

Session Eight Outline

Approximate Time	Activity	Audio/Visual	Materials
40	1. Projects Part Three and CheeseWiz and Nuthead	Overhead Projector	Projects Part Three Poster paper, markers Comic #8 Transparency #16
5	2. Snack and Snack Rating		Snack
Total 45			

ACTIVITY ONE: Projects Part Three and CheeseWiz and Nuthead

- A. Explain that today, each small group will work on Part Three of their project. Some groups will need materials to make posters and graphs.
- B. Tell students where poster paper and markers are.
- C. **Distribute the Part Three section of each project** to the appropriate groups.
- D. **Distribute one CheeseWiz and Nuthead Comic #8** to each student.
- E. **Project transparency #16.** Ask two students to read the CheeseWiz and Nuthead Comic out loud to the class, taking on the roles of CheeseWiz and Nuthead.

- F. Tell students to read through the instructions for Part Three. Decide who will do each task, and begin working.
- G. Circulate among the groups to answer any questions.
- H. If students complete everything in Part Three, you could give them Part Four to start on.
- I. Remind students to do any project work that must be done outside of class before the next TEENS session on _____

ACTIVITY TWO: Snack and Snack Rating

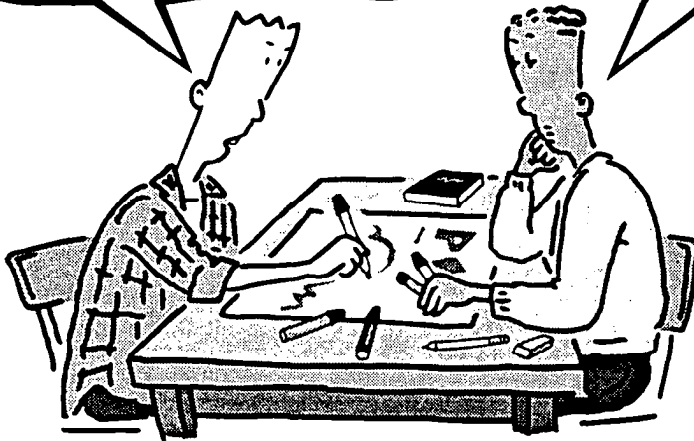
- A. Tell students that while they are working, you will pass out a low-fat snack for them to taste.
- B. Distribute **a low-fat snack to each student.**
- C. Toward the end of the class period, ask students how they liked today's snack.
- D. Tell students to take out their **Super Snacks sheet** and write the name of the snack they tasted today next to #8 on the list.
- E. Ask students if they would ever buy the snack for themselves.

CHEESEWIZ and NUTHEAD

Part 3
of
Projects

CheeseWiz, you're supposed to be making a graph of the poll results. Like where is it?

Uh, I haven't figured it out yet. I tried to make a bar graph but I felt like I was in jail.



Then I tried a pie chart. But that made me hungry.



Then I tried a line graph.



So like what's wrong with that one?



Too many UPS and DOWNS — I got depressed



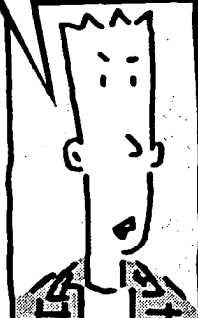
So like CheeseWiz, NOW what are you gonna do?



I'm just gonna tell about the results.



That's stupid. What kind of graph is that?



A Tell-a-graph, heh, heh.



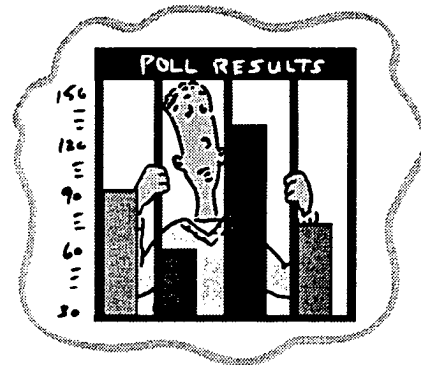
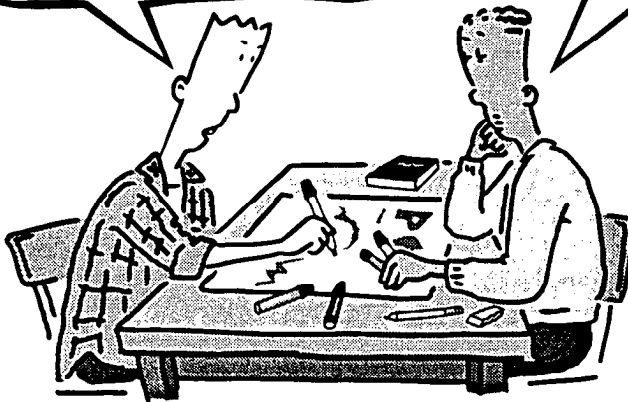
I think I'm gonna barf.

CHEESEWIZ and NUTHEAD

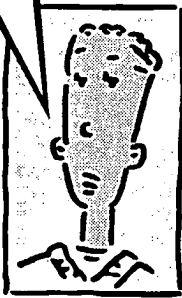
Part 3
of
Projects

CheeseWiz, you're supposed to be making a graph of the poll results. Like where is it?

Uh, I haven't figured it out yet. I tried to make a bar graph but I felt like I was in jail.



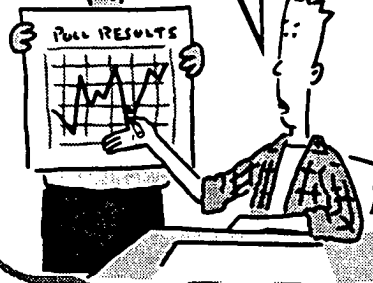
Then I tried a pie chart. But that made me hungry.



Then I tried a line graph.



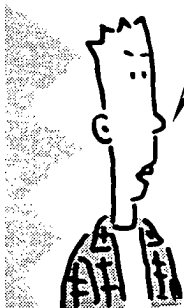
So like what's wrong with that one?



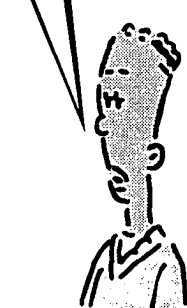
Too many UPS and DOWNS -
-I got depressed



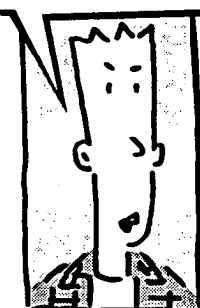
So like CheeseWiz, NOW what are you gonna do?



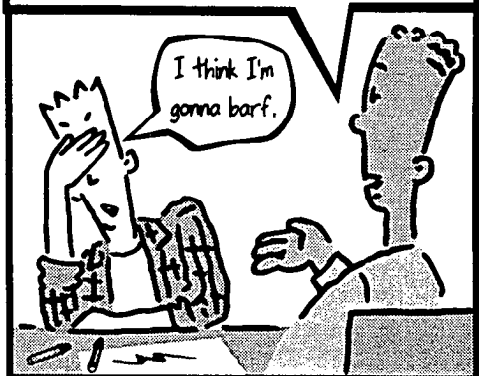
I'm just gonna tell about the results.



That's stupid. What kind of graph is that?



A Tell-a-graph, heh, heh.



I think I'm gonna barf.



SESSION NINE

Preparing for the the Class Presentation

OBJECTIVES:

Students will be able to:

1. Complete their class projects.
2. Practice their class presentation.

Session Nine Outline

Approximate Time	Activity	Audio/Visual	Materials
40	1. Projects Part Four and CheeseWiz and Nuthead	Overhead Projector	Part Four handouts for projects Poster paper and markers Comic #9 Transparency #17
5	2. Snack and Snack Rating		Snack
Total 45			

ACTIVITY ONE: Projects Part Four and CheeseWiz and Nuthead

- A. Explain that today will be the last chance they have to work on their projects. The class presentations will be on _____
Date of Session 10
- B. Distribute **the Part Four section of each project** to the appropriate groups.
- C. Distribute **one CheeseWiz and Nuthead Comic #9** to each student.
- D. Project **Transparency #17**. Ask two students to read the CheeseWiz and Nuthead Comic out loud to the class, taking on the roles of CheeseWiz and Nuthead.

E . Tell students to read through the instructions for Part Four, and to be sure that they decide who will be responsible for each part of the presentation.

F . Circulate among the groups to answer any questions.

ACTIVITY TWO: Snack and Snack Rating

A. Tell students that while they are working, you will pass out a low-fat snack for them to taste.

B. Distribute a low-fat snack to each student.

C . Toward the end of the class period, ask students how they liked today's snack.

D. Tell students to take out their **Super Snacks sheet** and write the name of the snack they tasted today next to #9 on the list.

E. Ask students if they would ever buy the snack for themselves.

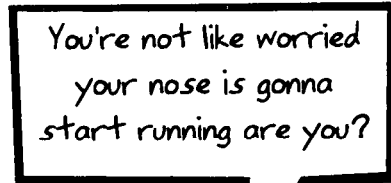
CHEESEWIZ and NUTHEAD

9 Part 4 of Projects



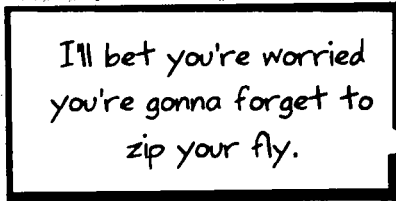
I'll bet you're like really nervous about your presentation today, huh?

Nah, piece of cake.

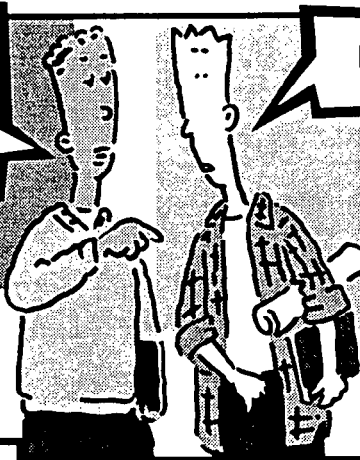


You're not like worried your nose is gonna start running are you?

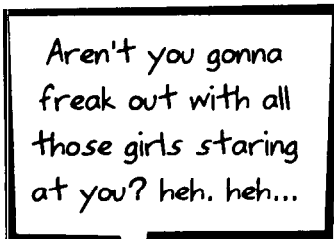
No way.



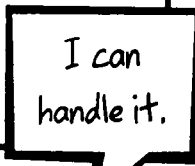
I'll bet you're worried you're gonna forget to zip your fly.



Nope.



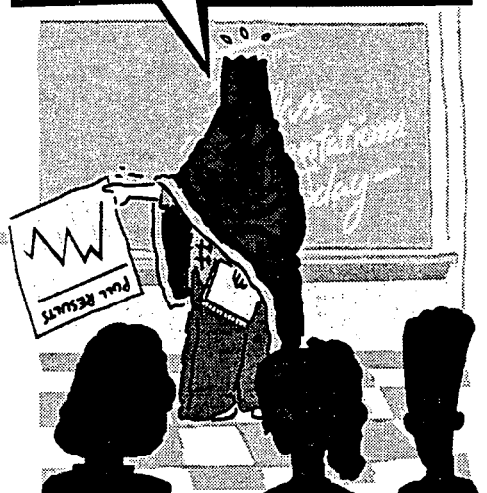
Aren't you gonna freak out with all those girls staring at you? heh. heh...



I can handle it.



Uh, a-about our poll...



CHEESEWIZ and NUTHEAD

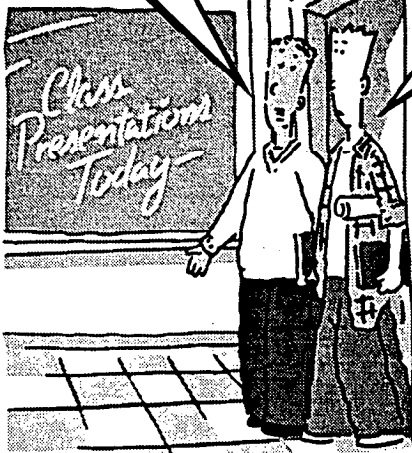
Part 4
of
Projects

I'll bet you're like really nervous about your presentation today, huh?

Nah, piece of cake.

You're not like worried your nose is gonna start running are you?

No way.



I'll bet you're worried you're gonna forget to zip your fly.

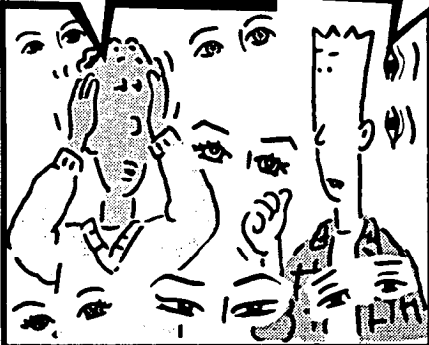
Nope.



Aren't you gonna freak out with all those girls staring at you? heh. heh...

I can handle it.

Uh, a-about our poll...





SESSION TEN

Project Presentations

OBJECTIVES:

Students will be able to:

1. Present their class projects to the class in a clear and interesting manner with visual aids.

Session Ten Outline

Approximate Time	Activity	Audio/Visual	Materials
40	1. Project Presentations*	Student Requests	Snack and supplies for Vegetarian Project** Rubric for Projects
5	2. Snack and Snack Rating		Snack
Total 45			

* You may wish to videotape the presentations.

** Arrange this ahead of time with the small group working on Project #6.

Suggestion: Veggie burgers for taste-testing: Morningstar Farms Harvest Burgers-Southwestern Style: Four patties per box. For taste-testing, serve 1/4 patty per student with ketchup.

ACTIVITY ONE: Project Presentations and Snack

- A. Tell the class that today the small groups will give their presentations.
- B. Explain how TEENS Projects will be graded. (A suggested rubric is on page 3 of this session).
- C. Review audience procedures and behavior appropriate for your classroom.

D. Call on each small group to give their presentations.

E. After all of the presentations have been given, **SUMMARIZE BY SAYING:**

This is the end of the TEENS program, but it should not be the end of you trying to make healthier food choices. Remember, eating plenty of fruits and vegetables and low-fat foods will make you feel good, give you energy, and could prevent you from getting some kinds of cancer.

F. Congratulate the students on their project presentations.

ACTIVITY TWO: Snack and Snack Rating

A. Tell the class that you will give them a low-fat snack for them to taste.

B. Distribute **one low-fat snack to each student.**

C. Tell students to take out their **Super Snacks sheet** and write the name of the snack they tasted today next to #10 on the list.

D. As time permits, ask students what their favorite TEENS snacks were.

RUBRIC FOR THE 8TH GRADE TEENS PROJECT

GROUP NUMBER: _____

PROJECT TITLE: _____

Directions: Your group will be graded on the following criteria. The presentation will be worth a possible 100 points. Sixty points will be based on the group work, while 40 points will be an individual grade reflecting the individual student's work.

100 points possible:

- ____ 10 Presentation was appropriate, easy to hear, and understandable.
- ____ 10 All group members took a constructive, and active role in the presentation.
- ____ 10 The project was clearly explained.
- ____ 10 The visuals used accurately supported the information gathered for the report.
- ____ 10 The information presented supported or explained the topic of the report.
- ____ 10 The group presented some of their own opinions and/or conclusions.
- 40 Individual students presented their portion of the report in a manner indicating that they were prepared for the presentation.

Group and Student

____ Student	_____	Total _____
____ Student	_____	Total _____
____ Student	_____	Total _____
____ Student	_____	Total _____

Vend For Yourself

PART ONE

Many students buy snacks and beverages at the vending machines in school. What kinds of foods are available in these machines? Are they low in fat? Are they healthy? Would students buy healthier foods if they had more healthy choices? Find out these answers and more!

Project Goal:

To find out what kinds of foods are available in the school vending machines and determine if they provide healthy choices for students.

Taking a Poll

Each person in your group will be responsible for polling five other students who are not in this class. Use the poll sheets here, and write the answers right on the sheets. Bring them to class on _____ for the next TEENS session.

Date

POLL SHEET

1. Which food items do you usually buy in the vending machines?

2. Why do you buy these items?

3. How often do you buy food from the vending machines?

☐ 1 day/week ☐ 2 days/week ☐ 3 days/week ☐ 4 days/week ☐ 5 days/week

4. How much money do you usually spend on food from the vending machines?

5. Which low-fat foods do you think are available in the vending machines?

6. Which low-fat foods or fruits, vegetables, or juices would you buy if they were available in the vending machines?

POLL SHEET

1. Which food items do you usually buy in the vending machines?

2. Why do you buy these items?

3. How often do you buy food from the vending machines?

☐ 1 day/week ☐ 2 days/week ☐ 3 days/week ☐ 4 days/week ☐ 5 days/week

4. How much money do you usually spend on food from the vending machines?

5. Which low-fat foods do you think are available in the vending machines?

6. Which low-fat foods or fruits, vegetables, or juices would you buy if they were available in the vending machines?

POLL SHEET

1. Which food items do you usually buy in the vending machines?

2. Why do you buy these items?

3. How often do you buy food from the vending machines?

☐ 1 day/week ☐ 2 days/week ☐ 3 days/week ☐ 4 days/week ☐ 5 days/week

4. How much money do you usually spend on food from the vending machines?

5. Which low-fat foods do you think are available in the vending machines?

6. Which low-fat foods or fruits, vegetables, or juices would you buy if they were available in the vending machines?

POLL SHEET

1. Which food items do you usually buy in the vending machines?

2. Why do you buy these items?

3. How often do you buy food from the vending machines?

☐ 1 day/week ☐ 2 days/week ☐ 3 days/week ☐ 4 days/week ☐ 5 days/week

4. How much money do you usually spend on food from the vending machines?

5. Which low-fat foods do you think are available in the vending machines?

6. Which low-fat foods or fruits, vegetables, or juices would you buy if they were available in the vending machines?

POLL SHEET

1. Which food items do you usually buy in the vending machines?

2. Why do you buy these items?

3. How often do you buy food from the vending machines?

☐ 1 day/week ☐ 2 days/week ☐ 3 days/week ☐ 4 days/week ☐ 5 days/week

4. How much money do you usually spend on food from the vending machines?

5. Which low-fat foods do you think are available in the vending machines?

6. Which low-fat foods or fruits, vegetables, or juices would you buy if they were available in the vending machines?

PART TWO: Poll Tally and Gathering Information

1. During class today two people in your group should tally all of the poll results on the Poll Tally Sheet. Those two people will be:

Student

Student

2. The other two people will take the Vending Machine Items list, go to the vending machines, and write down every food item that is available. Be sure to write down the full name of the item, and not just "chips" or "candy". These two people will also answer the following questions:

1) How many vending machines are in the school? How many for juice? How many for pop? How many for snacks?

2) Where are the vending machines located?

3) What times are they available for use?

4) Who decides what is available in the vending machines? (*You might need to ask the Principal or Asst. Principal*).

POLL TALLY SHEET

(write down how many students had the same answer)

1. Which food items do students usually buy?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Why do students buy foods from the vending machines? _____

3. How often do students buy food from the vending machines?

_____ 1 day/week _____ 2 days/week _____ 3 days/week

_____ 4 days/week _____ 5 days/week

4. How much money do students usually spend on the vending machines?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Which low-fat foods do students think are available in the vending machines?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Which low-fat foods or fruits, vegetables, or juices would students buy if they were available in the vending machines? _____

VENDING MACHINE ITEMS AVAILABLE IN OUR SCHOOL

[illegible]

VENDING MACHINE ITEMS

AVAILABLE IN OUR SCHOOL (CONTINUED)

[illegible]

PART THREE: *Putting It All Together*

As a group, use the information you have gathered from polls and the Vending Machine Items list to answer the following questions. You will use these answers for your presentation.

1. Which were the most popular food items in the vending machine?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What are the main reasons why people buy items from the vending machines?

3. What is the average number of times per week that students buy items from the vending machines? You can find this out by multiplying the number of students by the number of days they buy items per week, adding them all up, and dividing by the total number of students as shown below:

Step 1

$$\text{_____} \times 1 \text{ day/week} = \text{_____} \text{ (A)}$$

of students

$$\text{_____} \times 2 \text{ day/week} = \text{_____} \text{ (B)}$$

of students

$$\text{_____} \times 3 \text{ day/week} = \text{_____} \text{ (C)}$$

of students

$$\text{_____} \times 4 \text{ day/week} = \text{_____} \text{ (D)}$$

of students

$$\text{_____} \times 5 \text{ day/week} = \text{_____} \text{ (E)}$$

of students

Step 2

$$\begin{array}{c} \text{A} \\ \square \end{array} + \begin{array}{c} \text{B} \\ \square \end{array} + \begin{array}{c} \text{C} \\ \square \end{array} + \begin{array}{c} \text{D} \\ \square \end{array} + \begin{array}{c} \text{E} \\ \square \end{array} = \bigcirc$$

Step 3



divided by $\frac{\text{Total number of students}}{\text{Average number of days students buy food item from the vending machines}}$ =

4. What is the average amount of money people spend at the vending machine? To find the average, add up all the answers and divide by the number of students polled.

$\frac{\text{Total of all answers}}{\text{Number of students polled}}$ divided by = $\frac{\text{Average amount of money spent at the vending machine.}}{\text{Average number of days students buy food item from the vending machines}}$

5. Which low-fat foods did students think were available in the vending machines?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Which low-fat foods, fruits, vegetables, or juices would people buy if they were available in the vending machines?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. Which low-fat foods are available in the vending machines?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PART FOUR: *Preparing for the Presentation*

Two students will do each of the following steps to prepare for the presentation during the next class.

_____ Student 1. Make a graph or poster showing your poll results, and decide who will present this information to the class.

_____ Student

_____ Student 2. Make a poster to let students know the great low-fat foods available in the vending machines. Include:

_____ Student

- ⇒ Low-fat alternatives to the popular high-fat snacks.
- ⇒ Low-fat snacks that cost what people usually spend. See #4 in Part 3.
- ⇒ Low-fat snacks like the ones students wish were available.
- ⇒ Juices (100% juice) that are great alternatives to pop.

CLASS PRESENTATION

Each person in your group will be responsible for presenting one part of your project to the class. Decide who will do each part, and write down their names on this sheet.

1. _____ Introduce the project and tell them what you did.
Student

2. _____ Present poll results and poster.
Student

3. _____ Present information to the answers to the questions in
Part Three.
Student

4. _____ Present poster for students about which low-fat foods
and juices are available in the vending machines.
Student

EASY COME, EASY GO

PART ONE

Super America, Holiday, Oasis, Tom Thumb - These are just some of the convenience stores where teens stop to buy snacks. You can be sure the store owners know hungry teens will be stopping by to spend their money on snack items such as candy, chips, cookies, and pop. You do have options, though! Do you know what kinds of low-fat snacks are available at convenience stores? Where can you find these great snacks? How are they advertised? Find out about this and more!!!

Project Goal:

To find out what kinds of low-fat foods are available at convenience stores and how they are advertised.

Taking a Poll

Each person in your group will be responsible for polling five other students who are not in this class. Use the poll sheets here and write the answers right on the sheets. Bring them to class on _____ for the next TEENS class.

Date

Assignment - Due at the next TEENS class on _____.

Date

Decide on two stores that your group will be looking at. Be sure to choose convenience stores, including stores at gas stations and small grocery stores. Also, be sure that the stores are located so each student is able to visit at least one store. Think about the store's location so that two of you could go together. **When you enter the store, be sure to tell the manager or another employee that you are working on a project for school. Let them know exactly what you will be doing and thank them when you leave.**

Write the names of the stores and their location on the lines below. Write down which two students will visit each store.

Store #1	Location	Student
----------	----------	---------

Store #2	Location	Student
----------	----------	---------

Project #2

Easy Come,
Easy Go

Find out what kinds of foods are available. Go to the convenience stores you chose, and fill in the information below for the store. Check the box if these foods are available at the store, and write down how many kinds of each item you see. For the low-fat items, write down the names of at least five products in the store (if possible).

Name of Store

How many
kinds?

☐

candy bars

☐

individual packages of candy
(Whoppers, Reese's Pieces, M&M's etc.)

☐

large bags of candy

☐

individual packages of candy that are low in fat

(Check the labels for candy that is 3 grams of fat
or less per serving - such as Skittles, licorice, etc.)

Names of five low-
fat products.

☐



chips, pretzels



☐



low-fat , fat-free, or baked chips or pretzels
(3 grams of fat or less per serving)

Names of five low-
fat products.

Store #1 (Continued)

<u>Available</u>		How many <u>kinds?</u>
Names of five low-fat snack crackers.	 snack crackers _____	<input type="text"/>
	 low-fat or reduced-fat snack crackers (3 grams of fat or less per serving) _____	<input type="text"/>









Names of five low-fat snack cookies.	 cookies _____	<input type="text"/>
	 low-fat or reduced-fat snack cookies (3 grams of fat or less per serving) _____	<input type="text"/>

Names of five low-fat snack cakes.	 snack cakes and bars (granola bars, breakfast bars) _____	<input type="text"/>
	 low-fat or reduced-fat snack cakes and bars (3 grams of fat or less per serving) _____	<input type="text"/>

Store #1 (Continued)

Available

How many kinds?

	doughnuts	<input type="text"/>
	sweet rolls	<input type="text"/>
	fruit	<input type="text"/>
	sandwiches	<input type="text"/>
	small low-fat milk cartons	<input type="text"/>
	string cheese or low-fat cheese products.	<input type="text"/>
	ice cream treats	<input type="text"/>
	popsicles, low-fat cold treats	<input type="text"/>

Names of five low-fat cold treats.

What kinds of foods are advertised in the store on signs, window displays, and gas pumps?

POLL SHEET

1. What do you usually buy when you stop at a convenience store (a store like SuperAmerica, Oasis, Tom Thumb, or Holiday)?

Why do you buy it? _____

2. Do you ever look for a low-fat item? ☐ Yes ☐ No

3. Which low-fat snacks do you think they have at convenience stores? _____

4. Do you think low-fat items would cost more, cost less, or cost about the same as similar higher-fat items? _____

5. Which low-fat snack do you think you would try sometime at a convenience store?

6. If you bought a low-fat snack at a convenience store, do you think your friends would:

- ☐ not even notice
- ☐ make fun of you
- ☐ buy a low-fat snack too

POLL SHEET

1. What do you usually buy when you stop at a convenience store (a store like SuperAmerica, Oasis, Tom Thumb, or Holiday)?

Why do you buy it?

2. Do you ever look for a low-fat item? ☐ Yes ☐ No

3. Which low-fat snacks do you think they have at convenience stores?

4. Do you think low-fat items would cost more, cost less, or cost about the same as similar higher-fat items?

5. Which low-fat snack do you think you would try sometime at a convenience store?

6. If you bought a low-fat snack at a convenience store, do you think your friends would:

- ☐ not even notice
- ☐ make fun of you
- ☐ buy a low-fat snack too

POLL SHEET

1. What do you usually buy when you stop at a convenience store (a store like SuperAmerica, Oasis, Tom Thumb, or Holiday)?

Why do you buy it?

2. Do you ever look for a low-fat item? ☐ Yes ☐ No

3. Which low-fat snacks do you think they have at convenience stores?

4. Do you think low-fat items would cost more, cost less, or cost about the same as similar higher-fat items?

5. Which low-fat snack do you think you would try sometime at a convenience store?

6. If you bought a low-fat snack at a convenience store, do you think your friends would:

- ☐ not even notice
- ☐ make fun of you
- ☐ buy a low-fat snack too

POLL SHEET

1. What do you usually buy when you stop at a convenience store (a store like SuperAmerica, Oasis, Tom Thumb, or Holiday)?

Why do you buy it?

2. Do you ever look for a low-fat item? ☐ Yes ☐ No

3. Which, low-fat snacks do you think they have at convenience stores?

-

4. Do you think low-fat items would cost more, cost less, or cost about the same as similar higher-fat items?

-

5. Which low-fat snack do you think you would try sometime at a convenience store?

-

6. If you bought a low-fat snack at a convenience store, do you think your friends would:

- ☐ not even notice
- ☐ make fun of you
- ☐ buy a low-fat snack too

POLL SHEET

1. What do you usually buy when you stop at a convenience store (a store like SuperAmerica, Oasis, Tom Thumb, or Holiday)?

Why do you buy it? _____

2. Do you ever look for a low-fat item? ☐ Yes ☐ No

3. Which low-fat snacks do you think they have at convenience stores? _____

4. Do you think low-fat items would cost more, cost less, or cost about the same as similar higher-fat items? _____

5. Which low-fat snack do you think you would try sometime at a convenience store?

6. If you bought a low-fat snack at a convenience store, do you think your friends would:

- ☐ not even notice
- ☐ make fun of you
- ☐ buy a low-fat snack too

PART TWO:

Poll Tally and Gathering Information

1. During class today, two people in your group will tally all of the poll results on the Poll Tally Sheet. Those two people will be:

_____ and _____
Student Student

2. The other two people will compare the lists from the two convenience stores and combine the lists of low-fat foods they found below. Those two people will be:

_____ and _____
Student Student

a) Low-fat candy items

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

b) Low-fat chips or pretzels

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

c) Low-fat snack crackers

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

d) Low-fat cookies

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

e) Low-fat snack cakes and bars

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

f) Fruit available

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

g) String cheese or low-fat cheese products

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

h) Low-fat cold treats (ice cream, popsicles)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

i) Low-fat snacks that are advertised

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

POLL TALLY SHEET

(Write down the number of times students had the same answer)

1. What do students usually buy when they stop at a convenience store (a store like SuperAmerica, Oasis; Tom Thumb, or Holiday)?

Why do they buy it? _____

2. Do they ever look for a low-fat item?

_____ Number who said "yes" _____ Number who said "no"

3. Which low-fat snacks do students think they have at convenience stores? _____

4. Do students think low-fat items would cost more, cost less, or cost about the same as similar higher-fat items? _____

5. Which low-fat snacks do students think they would try sometime at a convenience store?

6. If students bought a low-fat snack at a convenience store, do they think their friends would:

_____ Number who said "not even notice"

_____ Number who said "make fun of them"

_____ Number who said "buy a low-fat snack too"

PART THREE: *Putting It All Together*

1. As a group, use the information you have gathered from polls and the convenience stores to answer the following questions.

⇒ Are there many low-fat choices available at convenience stores? What are they?

⇒ Looking at the polls, what do students usually buy at convenience stores?

⇒ According to the polls, do students know which kinds of low-fat foods are available at convenience stores?

⇒ Are the low-fat foods that students think they might buy sometime available at convenience stores?

⇒ What are they? _____

⇒ How are low-fat foods advertised compared with high-fat foods?

2. Your group will be designing a pamphlet to hand out to students to let them know what low-fat choices are available at convenience stores. The pamphlet should have an attractive eye-catching cover, and inside, you should tell students which low-fat items are available at convenience stores. You can begin working on this pamphlet today and finish it during the next TEENS class.

PART FOUR: *Preparing for the Presentation*

1. Two students will make a graph or poster explaining the poll results.

_____ and _____
Student Student

2. Two students will complete the pamphlet for students about low-fat foods that are available at convenience stores (see Part Three). You should complete this pamphlet before your presentation so that your teacher has time to make copies of it for you to hand out to the class.

_____ and _____
Student Student

CLASS PRESENTATION

Each student in your group will be responsible for presenting one part of your project to the class. Decide who will do each part and write their names on this sheet.

1. Introduce the project and present the poll results.

Student

2. Explain the results of the visits to the convenience stores by talking about the lists of high-fat and low-fat products you made.

Student

3. Present the information in the answers to the questions in Part Three.

Student

4. Explain and distribute the pamphlet your group made.

Student

IT ALL ADS UP

PART ONE

Do you know that the average child in the U.S. watches more than 30,000 commercials each year? Food companies spend millions of dollars on advertising each year to make sure that you buy their brand or go to their restaurant. Companies such as McDonald's and Pepsi spend over 500 million dollars on advertising every year. Many of these ads are aimed at teens. What do you think about advertisements and are you influenced by them?

Project Goals:

To find out how food companies and restaurants target their advertising to teens, and how effective that advertising is.

To create an effective ad campaign for fruits and vegetables.

Taking a Poll

1. Each person in your group will be responsible for polling five other students who are not in this class. Use the poll sheets here and write the answers right on the sheets. Bring them to class on _____ for the next TEENS session.

Date

2. Be aware of the food ads you see and hear on radio and TV. Keep track of them on the chart on page 7. Each person in your group should write down at least five advertisements. They can be from either radio or TV. This should be done before the next TEENS session on _____

Date

POLL SHEET

1. Think of a food or restaurant advertisement. Which ad comes into your mind?

2. What is your favorite food or restaurant advertisement?

3. Have you ever tried a food or restaurant because you saw it advertised?

☐ YES ☐ NO

If yes, what was it?

4. How do you think food advertisements target teens?

5. What do you think would be an effective way to market or target ads to teens for fruits and vegetables?

POLL SHEET

1. Think of a food or restaurant advertisement. Which ad comes into your mind?

2. What is your favorite food or restaurant advertisement?

3. Have you ever tried a food or restaurant because you saw it advertised?

☐ YES ☐ NO

If yes, what was it?

4. How do you think food advertisements target teens?

5. What do you think would be an effective way to market or target ads to teens for fruits and vegetables?

POLL SHEET

1. Think of a food or restaurant advertisement. Which ad comes into your mind?

2. What is your favorite food or restaurant advertisement?

3. Have you ever tried a food or restaurant because you saw it advertised?

☐ YES ☐ NO

If yes, what was it?

4. How do you think food advertisements target teens?

5. What do you think would be an effective way to market or target ads to teens for fruits and vegetables?

POLL SHEET

1. Think of a food or restaurant advertisement. Which ad comes into your mind?

2. What is your favorite food or restaurant advertisement?

3. Have you ever tried a food or restaurant because you saw it advertised?

☐ YES ☐ NO

If yes, what was it?

4. How do you think food advertisements target teens?

5. What do you think would be an effective way to market or target ads to teens for fruits and vegetables?

POLL SHEET

1. Think of a food or restaurant advertisement. Which ad comes into your mind?

2. What is your favorite food or restaurant advertisement?

3. Have you ever tried a food or restaurant because you saw it advertised?

☐ YES ☐ NO

If yes, what was it?

4. How do you think food advertisements target teens?

5. What do you think would be an effective way to market or target ads to teens for fruits and vegetables?

Ad 'Em Up!

Each of you should write down all the ads for foods or restaurants you hear on the radio or see on TV. Write down the name of the food or restaurant and how you think the advertisement targets teens. Use the chart below. Then, rate the food that is being advertised with 1 being Super Junky and 5 being Super Healthy. If the advertisement is for, a restaurant rate the type of food served there.

ADVERTISEMENT	How AD TARGETS TEENS	RATE THE FOOD 1=Super Junky 5=Super Healthy
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5

PART TWO: Poll Tally and Gathering Information

1. During class today two people in your group will tally all of the poll results on the Poll Tally Sheet. Those two people will be:

Student

Student

2. The other two people in your group will work on putting the information your group gathered about the ads on a poster. Those two people are:

Student

Student

Follow these steps:

- ⇒ Get all the charts from everyone in your group. If you don't have at least a total of 20 ads, write down the information about ads you have seen or remember on the chart.

- ⇒ Answer these questions. Looking at all the ads:

a) What kind of foods were the ads for? _____

b) How did the ads target teens? _____

c) How healthy were the foods? _____

Find the average by adding up all the scores and dividing by the number of scores you used. The average was _____.

- ⇒ Make a poster to show the information you found in the above questions.

POLL TALLY SHEET

(write down how many people had the same answer)

1. Which food or restaurant advertisements did students think of?

2. Which were students' favorite food or restaurant advertisements?

3. How many students have ever tried a food or restaurant because they saw it advertised?

Number who said YES: _____ Number who said NO: _____

If yes, what was it? _____

4. How do students think food advertisements target teens? _____

5. What do people think would be an effective way to market or target ads to teens for fruits and vegetables?

PART THREE: *Putting It All Together*

Your group will work together today to come up with an ad campaign aimed at teens to get them to eat more fruits and vegetables. A good example is the “Got Milk?” ad campaign. Think about how you would use radio, TV, print ads, signs, and billboards. If possible, be prepared to read or act out your ad for the class during your presentation. Be able to explain how your ads appeal to teens and why you think this ad campaign would be effective.

Main theme or slogan:

How ad campaign targets teens:

TV:

Radio:

Print Ads:

Signs and Billboards:

PART FOUR: *Preparing for the Presentation*

Two students will do each of the following steps to prepare for the presentation.

	Make a graph or poster showing your poll results, and decide who will present this information to the class.
Student	

Student

	The other two students should finish the work on the ad campaign so it is ready to present to the class.
Student	

Student

CLASS PRESENTATION

Each person in your group will be responsible for presenting a part of your project to the class. You should all be involved in presenting the ad campaign. Decide who will do each part, and write their names on this sheet.

1. Introduce the project and explain the poll results and poster. _____
Student
2. Explain the poster showing the ads your group watched. _____
Student
3. Explain the ad campaign slogan. _____
Student
4. Explain how your ad campaign targets and appeals to teens. _____
Student

*** All students in your group should help explain, present, or act out the TV ads, radio ads, print ads, signs, and billboards.**

CAN THE CAN OR PUT DOWN THE POP

PART ONE

Did you know that in 1997 Americans spent over \$54 billion on soft drinks? Teens were responsible for a good portion of these sales. Boys and girls currently drink twice as much pop as milk. So, instead of getting the calcium they need to make their bones and teeth strong, they are giving their teeth a bath in sugar and adding up more and more empty calories that have no benefits to their bodies. These empty calories could end up as body fat if they aren't burned up through activity. How much pop do the teens in your school drink? Can you convince them to try cutting down? Try it and see!

Project Goal:

To find out how much pop teens in this school are drinking and to create a public service announcement to encourage students to cut down on pop.

Taking a Poll

1. Each person in your group will poll **one class**. Your teacher will give you all the poll sheets. **You will need to arrange this poll with a teacher, explaining what your project is about, and that it will only take the students a few minutes to complete the poll.** If possible, you should introduce the poll to the class who is taking it. Tell them to be honest, and that their answers are confidential since they will not be putting their names on the poll sheets. Each person should tally the poll sheets for the class they polled on the class poll sheet on page 7. **This should be done before the next session.**

POLL SHEET

1. How many cans of pop do you usually drink in one day? _____

2. What kind of pop do you usually drink? _____

3. Do you ever drink pop instead of eating a meal?

☐ YES ☐ NO

How many times a week? _____ (times a week)

4. Why do you drink pop instead of something else like milk or juice or water?

5. Where are you usually when you drink pop? _____

6. Would you drink more juice in school if there were no vending machines for pop, and the vending machines contained juice only?

☐ YES ☐ NO ☐ MAYBE

Thank you!

POLL SHEET

1. How many cans of pop do you usually drink in one day? _____

2. What kind of pop do you usually drink? _____

3. Do you ever drink pop instead of eating a meal?

☐ YES ☐ NO

How many times a week? _____ (times a week)

4. Why do you drink pop instead of something else like milk or juice or water?

5. Where are you usually when you drink pop? _____

6. Would you drink more juice in school if there were no vending machines for pop, and the vending machines contained juice only?

☐ YES ☐ NO ☐ MAYBE

Thank you!

POLL SHEET

1. How many cans of pop do you usually drink in one day? _____

2. What kind of pop do you usually drink? _____

3. Do you ever drink pop instead of eating a meal?

☐ YES ☐ NO

How many times a week? _____ (times a week)

4. Why do you drink pop instead of something else like milk or juice or water?

5. Where are you usually when you drink pop? _____

6. Would you drink more juice in school if there were no vending machines for pop, and the vending machines contained juice only?

☐ YES ☐ NO ☐ MAYBE

Thank you!

POLL SHEET

1. How many cans of pop do you usually drink in one day? _____

2. What kind of pop do you usually drink? _____

3. Do you ever drink pop instead of eating a meal?

☐ YES ☐ NO

How many times a week? _____ (times a week)

4. Why do you drink pop instead of something else like milk or juice or water?

5. Where are you usually when you drink pop? _____

6. Would you drink more juice in school if there were no vending machines for pop, and the vending machines contained juice only?

☐ YES ☐ NO ☐ MAYBE

Thank you!

POLL SHEET

1. How many cans of pop do you usually drink in one day? _____

2. What kind of pop do you usually drink? _____

3. Do you ever drink pop instead of eating a meal?

☐ YES ☐ NO

How many times a week? _____ (times a week)

4. Why do you drink pop instead of something' else like milk or juice or water?

5. Where are you usually when you drink pop? _____

6. Would you drink more juice in school if there were no vending machines for pop, and the vending machines contained juice only?

☐ YES ☐ NO ☐ MAYBE

Thank you!

POLL SHEET FOR THE CLASS RESULTS

(Write down how many students gave each answer)

1. Number of students in this class: _____

2. How many cans of pop do students usually drink in one day?

____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10 ____ Other

3. What kind of pop do students usually drink? _____

4. How many students drink pop instead of eating a meal?

Number who said yes _____ Number who said no _____

For those who said yes, how many times a week?

____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10 ____ Other

5. Why do students drink pop instead of something else like milk or juice or water?

6. Where are students usually when they drink pop?

7. Would students drink more juice in school if there were no vending machines for pop, and the vending machines contained juice only?

____ Number who said yes ____ Number who said no ____ Number who said maybe

PART TWO: Poll Tally and Gathering Information

1. During class today, two people in your group should tally all of the poll results from all of the classes polled. Do this on the Final Poll Results sheet on page 11. Those two people will be:

Student

Student

2. The other two people will answer the following questions. The answers to these questions can be found in the information on pages 9-10. Those two people will be:

Student

Student

- a. What is the average amount of pop that teenage boys drink? _____
How much milk? _____
What is the average amount of pop that teenage girls drink? _____
How much milk? _____

- b. How much refined sugar is the average teen consuming by drinking so much pop?

How much sugar or pop should the average teen consume? _____

- c. What health problems can drinking too much pop cause? _____

- d. What are some of the negative affects of caffeine?

- e. How much money do pop companies spend on advertising? _____

Liquid Candy: How Soft Drinks Are Harming American's Health

Michael F. Jacobson, Ph.D,
Center For Science in the Public Interest,
Washington, D.C.

In 1997, Americans spent over **\$54 billion** on soft drinks. The industry produced **14 billion gallons** of soft drinks, twice as much as in 1974. That is equivalent to **576 12 oz. servings per year** or 1.6 **12 oz.** cans per day for every man, woman, and child.

Twelve to 19 year-old boys who consume soda pop drink an **average of 2-1/3 12 oz. sodas** per day (868 cans per year). **Girls** drink about one-fourth less.

Bigger serving sizes spur consumption. In the 1950s, Coca-Cola sold only a 6-1/2 oz. bottle. That grew into the 12 oz. can, which is now being supplanted by 20 oz. bottles (...and then, there's 7-Eleven's 64 oz., 600 calorie Double Gulp - the "Pop Belly Special").

Soda pop is American's **single biggest source of refined sugar**, providing the average person with one-third of that sugar. Twelve to 19 year-olds get 44% of their 34 teaspoons of sugar a day from soft drinks. Girls get 40% of their 24 teaspoons of sugar from soda. Because some people drink little soda pop, the percentages are higher among actual drinkers. It is recommended that people eating 1600 calories a day, eat no more than 6 teaspoons of refined sugar, 12 teaspoons for those eating 2200 calories, and 18 teaspoons for those eating 2800 calories.

Soft drinks provide the average 12-19 year-old male with about **15 teaspoons of sugar a day** and the average female with about **10 teaspoons a day**.

In 12-19 year-olds, **soft drinks provide 9% of boys' calories and 8% of girls' calories**. Those percentages are triple (boys) or double (girls) what they were in 1977-78. The figures include teens who consumed little or no soda pop.

As teens have doubled or tripled their consumption of soft drinks, they drank 40% less milk. Twenty years ago, boys consumed twice as much milk as soft drinks, and girls consumed 50% more milk than soft drinks. Now, boys and girls consume **twice as much soda pop as milk**. Teenage boys drink about 2-2/3 cups of carbonated soft drinks per day and only 1-1/4 cups of milk. Girls drink about 1-1/2 cups of soft drinks per day and less than 1 cup of milk.

(Continued on next page)

Teenage girls consume only 60% of the recommended amount of **calcium**, with soda pop drinkers consuming almost one-fifth less calcium than non-drinkers. It is crucial for females in their teens and twenties to build up bone mass to reduce the risk of **osteoporosis** later in life. Preliminary research suggests that drinking pop instead of milk can contribute to broken bones in children and adolescents.

Obesity rates have risen along with soda consumption. Soft drinks provide 10.3% of the calories consumed by overweight teenage boys, but only 7.6% of the calories consumed by other boys. The National Institutes of Health recommends that people trying to lose or control their weight should drink water instead of soft drinks with sugar.

Among frequent consumers, regular soft drinks promote **tooth decay** because they bathe the teeth with sugar-water for long periods of time.

Diets high in carbohydrates may promote **heart disease** in “insulin resistant” people by raising triglyceride levels in their blood. Sugar, such as that in soda pop, has a greater effect than other carbohydrates.

Soft drinks may increase the recurrence of **kidney stones**. The National Institute of Diabetes and Digestive and Kidney Disease (NIDDK) includes cola beverages on a list of foods that doctors may advise patients to avoid.

Caffeine, a mildly addictive stimulant drug, is added to most colas, Dr. Pepper, some orange sodas, and other soft drinks. Caffeine’s addictiveness may be one reason why six of the seven most popular soft drinks contain caffeine. A can of Mountain Dew contains as much caffeine as **one cup** of coffee. Caffeine causes a loss of calcium through urine.

The artificial sweetener **saccharin**, which is now used only in a few soft drink brands, has been linked in human studies of urinary-bladder cancer and in animal studies to cancers of the bladder and other organs. The safety of **acesulfame-K**, which is used in the new Pepsi One, has been questioned by several cancer experts. **Aspartame**, also known as Nutrasweet, is another artificial sweetener used in many soft drink brands and should be better tested.

In 1997, Coca-Cola spent \$277 million on **advertising**, and the four major soft-drink companies spent \$631 million. Between 1986 and 1997, those companies spent **\$6.8 billion on advertising**.

In 1997, 2.8 million soft-drink vending machines dispensed 27 billion drinks, worth \$17.5 billion. Coca-Cola Company’s soft drinks are sold at two million stores, more than 450,000 restaurants, and 1.4 million vending machines and coolers.

Pepsi, Dr. Pepper, and Seven-Up **encourage feeding soft drinks to toddlers** by licensing their logos to a maker of baby bottles, Munchkin Bottling, Inc. Infants and toddlers are four times more likely to be fed soda pop out of those bottles than out of regular baby bottles.

FINAL POLL RESULTS

(write down how many students gave each answer)

Number of classes polled: _____

Total number of students polled: _____

Combined results of all polls:

1. How many cans of pop do you usually drink in one day?

___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___ Other

(Find the average by adding up the total cans of pop and dividing by the number of students polled).

The average number of cans students drank per day was _____

2. Which kind of pop do students usually drink? _____

3. How many students drink pop instead of eating a meal?

Number who said yes _____ Number who said no _____

For those who said yes, how many times a week?

___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___ Other

4. Why do students drink pop instead-of something else like milk, juice or water?

5. Where are students usually when they drink pop? _____

6. Would students drink more juice in school if there were no vending machines for pop and the vending machines contained. juice only?

Number who said yes _____ Number who said no _____ Number who said maybe _____

PART THREE: Putting It All Together

1. As a group, share the poll results and answers to the questions in Part Two.
2. As a group, use the information you got about the students in your school and the facts you gathered to make a public service announcement (PSA) for kids in your school about why they should cut down on the amount of pop they drink. A PSA is a 30-60 second announcement about an education, health, or safety issue. You have probably seen them on TV, or heard them on the radio about smoking prevention or drug use prevention.

Remember, your announcement must be aimed at teens in your school. You could make a video or an audio tape, or perform it for your class. You should also create a poster to go along with it. Your PSA and poster should contain a slogan and encourage students to cut down their pop drinking by one can a day. Think carefully about what would get the students' attention, and what would mean something to them, so they would consider cutting down on pop.

Our slogan is:

Our PSA is:

Our poster will be:

Begin working on your poster and PSA. You will have time to finish it in Part Four.

PART FOUR: *Preparing for the Presentation*

1. Two students will make a graph or poster showing your poll results. Decide who will present this information to the class.

Student

Student

2. Two students will complete the work on the PSA and poster and answer the question below:

Student

Student

Why do you think this PSA and poster would be effective with students in your school?

Class Presentation

Each person in your group will be responsible for presenting one part of your project to the class. Decide who will do each part and write their names on this sheet.

1. Introduce the project and explain the poll results.

Student

2. Present the information in the answers to the questions in Part Two.

Student

3. Introduce and present the PSA (this may require the whole group).

Student

4. Show the poster and explain why your PSA would be effective.

Student

LOW-FAT MEANS HIGH PROFITS

PART ONE

More and more people are buying low-fat foods and beverages. Americans have become much more health conscious, making low-fat foods a big money-maker for many food companies. Experts predict that low-fat foods, which accounted for 18 billion dollars worth of sales in 1995, will jump to sales of 40 billion dollars by the year 2000.* Don't get left behind! Find out what all the fuss - and the high profits - are all about!!

*Chemical Week, June 11, 1997, v159 n23 p31(1)

Project Goal:

To find out why low-fat foods sales are so high (and getting higher) and what companies are doing to increase their share of the market, such as creating chemical substitutes for fat.

Taking a Poll

Each person in your group will be responsible for polling five other students who are not in this class. Use the poll sheets here and write the answers right on the sheets. Bring them to class on _____ for the next TEENS session.
date

POLL SHEET

1. Do you ever buy foods that say they are "low-fat," "reduced fat," or "fat-free" foods?

☐ YES ☐ NO

If yes, what foods do you buy? _____

If not, why not? _____

2. If you do buy lower-fat foods, why do you buy them? _____

3. Are products that say low-fat and reduced fat the same?

☐ YES ☐ NO

What do you think those labels mean? Please explain. _____

4. Have you ever heard of olestra or olean?

☐ YES ☐ NO

If yes, what do you know about olestra? _____

5. What do you think about products that contain olestra? _____

6. Have you ever bought products that contain olestra (such as some Pringles or WOW chips)?

☐ YES ☐ NO

Why or why not? Do you think you will buy them in the future?

7. Do you think olestra should be taken off the market? Why or why not?

☐ YES ☐ NO

POLL SHEET

1. Do you ever buy foods that say they are "low-fat," "reduced fat," or "fat-free" foods?

☐ YES ☐ NO

If yes, what foods do you buy? _____

If not, why not? _____

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If not, why not? _____

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☐ YES ☐ NO

What do you think those labels mean? Please explain. _____

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What do you think those labels mean? Please explain. _____

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2. If you do buy lower-fat foods, why do you buy them? _____

3. Are products that say low-fat and reduced fat the same?

☐ YES ☐ NO

What do you think those labels mean? Please explain. _____

4. Have you ever heard of olestra or olean?

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If yes, what do you know about olestra? _____

5. What do you think about products that contain olestra? _____

6. Have you ever bought products that contain olestra (such as some Pringles or WOW chips)?

☐ YES ☐ NO

Why or why not? Do you think you will buy them in the future?

7. Do you think olestra should be taken off the market? Why or why not?

☐ YES ☐ NO

PART TWO:

Poll Tally and Gathering Information

1. During class today, two people in your group should tally all of the poll results on the Poll Tally Sheet. Those two people will be:

_____ and _____
Name Name

2. The other two people in your group will answer the following questions using the articles in this handout. These questions must be answered before the next TEENS class on

Date

One person will answer these questions. Read the articles on pages 11-22 to find the answers. _____

Name

- What kinds of low fat-foods are the most popular?

- What are the reasons why shoppers are buying more low-fat foods instead of regular products? Why are they buying more low-fat foods instead of fat-free products?

- What kinds of products are companies creating to meet the needs of consumers?

- What are some future trends in snack foods? _____

PART TWO:

Poll Tally and Gathering Information (Continued)

One person will answer these questions. Read the articles on pages 23-27 to find the answers. _____

Name

- What is olestra (olean)? _____

- Why was it created? _____

- What products is it in? _____

- What are the possible side-effects of eating foods containing olestra?

- What are the companies trying to do by calling olestra "olean"? _____

- What are the pros and cons of olestra?

Pros	Cons

POLL TALLY SHEET

(Write down how many people had the same answers)

1 . How many people said they bought "low-fat," "reduced fat," or "fat-free" foods?

_____ Number who said "Yes"

_____ Number who said "No"

If yes, what did they buy? _____

If they said no, why? _____

2. Why did people buy lower-fat foods? _____

Why didn't people buy lower-fat foods? _____

3. How many people thought products that say low-fat and reduced fat are the same?

_____ Number who said "Yes"

_____ Number who said "No"

What do people think those labels mean? _____

4. How many people had ever heard of olestra or olean?

_____ Number who said "Yes"

_____ Number who said "No"

If yes, what did they know about olestra? _____

5. What did they think about products that contain olestra? _____

POLL TALLY SHEET (continued)

(Note how many people had the same answers)

6. How many people have ever bought products that contain olestra (such as some Pringles or WOW chips)?

_____ Number who said "Yes"

_____ Number who said "No"

Why did they buy them? _____

Why didn't they buy them? _____

How many people thought they would buy them in the future? _____

7. How many people think olestra should be taken off the market?

_____ Number who said "Yes"

_____ Number who said "No"

Why? _____

Why not? _____

PART THREE: *Putting It All Together*

Report to each other the poll results and answers to the questions you found in the last TEENS class. As a group, use the information you have gathered from polls and articles to answer the following questions. You will use this information for your presentation.

1. As a group, discuss your own views about olestra and write down what your group thinks about products containing it.

2. As a group, discuss and write down what you think about the trends of low-fat products and snacks. What kinds of foods do you think you will be buying in ten years? In twenty years?

3. How healthy do you think these snacks will be?

4. Write a Food of the Future story, or a typical day of eating in the life of a teen in the year 2050.

PART FOUR: *Preparing for the Class Presentation*

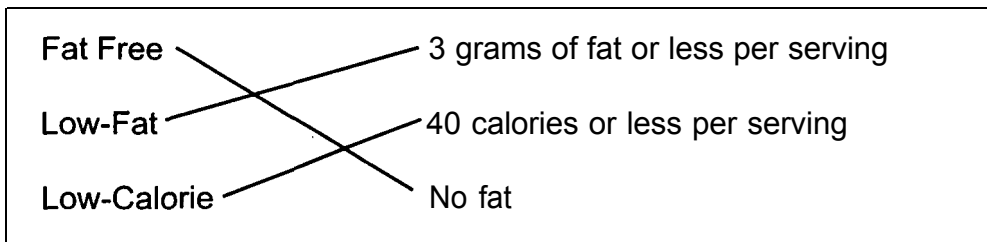
Two students will do each of the following steps to prepare for the class presentation during the next class.

1. Make a graph or poster showing your poll results and decide who will present this information.

_____ Student

_____ Student

2. Make a matching game on a poster, or cut a poster to make cards, showing the key words on food packages and what they mean. As part of your presentation, you will ask students to match the label with the meaning either by moving the cards or drawing lines to correct answers. For example:



OR

Put cards next to correct answer

Fat Free	3 grams of fat or less per serving
Low Fat	40 calories or less per serving
Low Calorie	No fat

The correct answers are:

Fat, Free - No fat
Low-Fat - 3 grams of fat or less per serving
Low-Calorie - 40 calories less per serving

CLASS PRESENTATION

Each person in your group will be responsible for at least one part of your presentation to the class. You might want to make a chart or graph of your poll results.

_____ Introduce the project and present poll results and poster.
Student

_____ Present answers to questions about olestra from Part Two
Student and Question 1 from Part Three

_____ Present answers to questions about low-fat food trends from
Student Part Two and Questions 2 and 3 in Part Three'.

_____ Lead the group in the label game you made by calling on
Student students to match the labels with the meaning.

Take turns reading parts of your Food of the Future story from Question 4 in Part Three or decide on one student to read it to the class.

TO VEG OR NOT TO VEG

PART ONE

Did you know that there are over 12 million vegetarians in the United States, and that teenagers are the fastest growing group in the vegetarian community? Some people think it's great for teens to go vegetarian. Others feel teens might not get all the nutrients they need at a time when they're growing so much. Some people think it's cool and some people think its weird. What do you think?

Project Goal:

To understand what it means to be a teen vegetarian and form an opinion about it.

Taking a Poll

Each person in your group will be responsible for polling five other students who are not in this class. Use the poll sheets here and write the answers right on the sheets. Bring them to class on _____ for the next TEENS session.

Date

POLL SHEET

1. What do you think about teens being vegetarians?

2. Do you think teens who are vegetarians are as healthy as teens who are not vegetarians?
Why, or why not?

☐ YES ☐ NO

3. Would you ever think about becoming a vegetarian? Why, or why not?

☐ YES ☐ NO

4. Do you think there are very many teens who are vegetarians?

☐ YES ☐ NO

5. What do you think would be the hardest thing about being a vegetarian?

POLL SHEET

1. What do you think about teens being vegetarians?

2. Do you think teens who are vegetarians are as healthy as teens who are not vegetarians?
Why, or why not?

☐ YES ☐ NO

3. Would you ever think about becoming a vegetarian? Why, or why not?

☐ YES ☐ NO

4. Do you think there are very many teens who are vegetarians?

☐ YES ☐ NO

5. What do you think would be the hardest thing about being a vegetarian?

POLL SHEET

1. What do you think about teens being vegetarians?

2. Do you think teens who are vegetarians are as healthy as teens who are not vegetarians?
Why, or why not?

☐ YES ☐ NO

3. Would you ever think about becoming a vegetarian? Why, or why not?

☐ YES ☐ NO

4. Do you think there are very many teens who are vegetarians?

☐ YES ☐ NO

5. What do you think would be the hardest thing about being a vegetarian?

POLL SHEET

1. What do you think about teens being vegetarians?

2. Do you think teens who are vegetarians are as healthy as teens who are not vegetarians?
Why, or why not?

☐ YES ☐ NO

3. Would you ever think about becoming a vegetarian? Why, or why not?

☐ YES ☐ NO

4. Do you think there are very many teens who are vegetarians?

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5. What do you think would be the hardest thing about being a vegetarian?

POLL SHEET

1. What do you think about teens being vegetarians?

2. Do you think teens who are vegetarians are as healthy as teens who are not vegetarians?
Why, or why not?

☐ YES ☐ NO

3. Would you ever think about becoming a vegetarian? Why, or why not?

☐ YES ☐ NO

4. Do you think there are very many teens who are vegetarians?

☐ YES ☐ NO

5. What do you think would be the hardest thing about being a vegetarian?

PART TWO: Poll Tally and Gathering Information

1. During class today two people in your group will tally all of the poll results on the Poll Tally Sheet. Those two people will be _____ and _____
Student Student
2. The other two people will answer the questions below. You can find the answers in the articles on pages 9-25.

A. _____ will answer the following question using the articles on
Student pages 9-16.

Why do teens become vegetarians? List at least five reasons here:

1. _____
2. _____
3. _____
4. _____
5. _____

B. _____ will answer the following question using the the articles
Student on pages 17-25.

What do you need to know about to be a healthy vegetarian? List at least five points below:

1. _____
2. _____
3. _____
4. _____
5. _____

POLL TALLY SHEET

(Write down how many people had the same answer)

1. What did people think about teens being vegetarians?

2. How many people think teens who are vegetarians are as healthy as teens who are not vegetarians?

_____ Number of people who said yes _____ Number of people who said no

Why? _____

Why not? _____

3. How many people would ever think about becoming a vegetarian? _____

Why? _____

Why not? _____

4. How many people think there are very many teens who are vegetarians?

_____ Number of people who said yes _____ Number of people who said no

5. What do people think would be the hardest thing about being a vegetarian?

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Vegetarian Lesson Plan

This is a lesson plan that teachers can use to introduce students to vegetarianism.

OBJECTIVE: By the end of the period today, students will be familiar with the definition of vegetarianism and its various aspects.

MATERIALS: Chalkboard, student notebooks.

INTRODUCTORY LESSON:

I. DEFINITION OF VEGETARIANISM:

Vegetarianism is the abstinence from meat, fish, and fowl.

II. WHY PEOPLE ARE VEGETARIAN:

- A. **Compassion for animals:** Many people do not want to kill or harm animals. For example, Albert Schweitzer and Mahatma Gandhi extended their philosophy of compassion and non-violence towards humans to animals also.
- B. **Aesthetic considerations:** Some individuals do not like the taste or appearance of meat.
- C. **Ecological** reasons: Every aspect of meat production, from raising livestock to slaughterhouse operations, presents ecological questions.

It takes more land to produce protein through meat than through vegetables or grain. One acre of land produces 7.9 times more oats than beef and 9.8 times more broccoli than beef. Two-thirds of all cropland in the US, about 300 million acres, is devoted to growing feed for animals whose meat we eat. Excess nutrients -- fertilizers and animal waste - washing off from these farmlands pollute waterways. (Horton, Tom, The Baltimore Sun, 11/25/84.) In addition to issues with land and water resources, other environmental problems resulting from

meat production include soil erosion, deforestation, and decreasing energy supplies.

- D. **Spiritual reasons:** For example, many Seventh-day Adventists, Jains, and Hindus are vegetarian. Some members of the Jewish faith base their vegetarianism on Biblical laws commanding compassion for animals.
- E. **Health Reasons:** A considerable body of scientific data suggests positive relationships between vegetarian diets and risk reduction for several chronic degenerative diseases and conditions, including obesity, coronary artery disease, hypertension, diabetes mellitus, and some types of cancer. (Journal of The American Dietetic Association, November 1993, Volume 93, Number 11.)

One study demonstrated reversal of even severe coronary artery disease by using a combination of a vegetarian diet deriving less than 10% of its energy from fat, smoking cessation, stress management, and moderate exercise. (Journal of The American Dietetic Association, November 1993, Volume 93, Number 11.) It is important to have good habits in each area.

- F. **Economic considerations:** Meat is often too expensive for people.
- G. **Influence of family, friends and famous people:**

Did you know all these people were or are vegetarians? Leonardo Da Vinci, Albert Einstein, "Mr. Rogers," Leo Tolstoy, George Bernard Shaw, Mahatma Gandhi, Isaac Bashevis Singer (Nobel Prize Winner), Sylvester Graham (inventor of graham cracker), Louisa May Alcott (raised as a vegetarian), Plato, Pythagoras, Plutarch, "Adam and Eve," Albert Schweitzer, k.d. lang (country-rock singer), Madonna (rock singer), Sara Gilbert (TV actress) . . .

III. COMMON VEGETARIAN FOODS

Macaroni and cheese, spaghetti, cheese pizza, eggplant Parmesan, vegetable soup, pancakes, oatmeal, grilled cheese, bean tacos, vegetable lo mein, French toast, scrambled eggs, French fries, vegetable pot pie, milk shakes, bread, yogurt, cheese lasagna, peanut butter and jelly, cottage cheese, fruit salad....

IV. SOME VEGETARIANS ALSO EAT:

Tofu, tempeh, bulghur, lentils, millet, tahini, falafel, nutritional yeast, whole wheat flour, wheat germ, sprouts, chickpeas, tamari, kale, collards, carrot juice, barley, rice cakes, carob, split peas, kidney beans, soy burgers, kiwi fruit, papaya, blintzes, curry, nut loaf, guacamole...

V. SOME VEGETARIAN NUTRITION

1. Vegetarian foods high in fat include cheeses, butter, avocado, oil, margarine, nuts, whole milk, and eggs.
2. Sources of calcium in a vegetarian diet include low-fat milk and dairy products, kale, collards, broccoli, Brussel sprouts, tofu, almonds, and tahini (sesame butter).
3. Sources of iron in a vegetarian diet include watermelon, collards, lentils, kale, oatmeal, and broccoli.

VI. DEVELOPMENTAL ACTIVITY (optional assignment):

PART THREE: *Putting It All Together*

Report to each other the poll results and answers to the questions you found in the last TEENS class.

As a group use the poll results, answers to questions and articles to discuss the following questions.

1. How could being a vegetarian affect your health in a positive way?

In a negative way?

2. How could being a vegetarian affect you when you are with friends in a positive way?

In a negative way?

3. Is not eating meat guaranteed to lead to eating a healthy diet? (For example, an all junk food diet could be meatless).

4. How could being a vegetarian affect your family in a positive way?

In a negative way?

5. What would your friends think if you decided to be a vegetarian?

6. How hard do you think it would be to be a vegetarian?

PART FOUR: *Preparing for the Presentation*

Today, everyone in your group will work on posters for your presentation. You will also decide who will do each part of your presentation. You will also be presenting a taste-test of a veggie burger in your presentation, and will need to arrange this with your teacher so it can be microwaved at the appropriate time.

Make a graph or poster to show the results of your poll.

Student

Student

Use the information on pages 29-30 to make a poster to show the different types of vegetarians.

Student

Using the answers from the questions in Part Three, make a poster showing the Pros and Cons of being a teen vegetarian.

Student

Class Presentation

Each person in your group will be responsible for presenting one part of your project to the class. Decide who will do each part and write their names on this sheet.

1. _____ Introduce the project and present the poll results using a graph or poster.
Student
2. _____ Present poster explaining the different types of vegetarians and the answers to question 2A in Part Two.
Student
3. _____ Present the answers to question 2B in Part Two.
Student
4. _____ Present the poster and pros and cons of being a teen vegetarian.
Student

IT'S EVERYWHERE!

IT'S EVERYWHERE

PART ONE

Eating and, food are definitely part of school life. Candy sales at school events and fund-raisers help bring in money to school clubs and organizations, but what do they do to the students who buy the candy? Should school groups ask students to make unhealthy choices in order to make money? What do you think?

Project Goal:

To find out what your school policy is on candy sales and fund-raisers and what students think about them.

Taking a Poll

Each person in your group will be responsible for polling five other students who are not in this class. Use the poll sheets provided here and write the answers right on the sheets. Bring them to class on _____ for the next TEENS session.
date

POLL SHEET

Part One

1. How often have you been asked to buy candy for a school fund-raiser?

_____ daily _____ weekly _____ about once a month _____ not very often

2. Can you think of other items that could be sold for fund-raisers that you would buy? What are they?

3. What other kinds of foods and beverages besides candy, chips, and pop do you think students would buy at school sports events and dances?

4. Do you think school groups should be allowed to sell candy and pop at school events and for fund-raisers?

candy ☐ Yes ☐ No **pop** ☐ Yes ☐ No

5. Do you think it is okay for schools to encourage students to make unhealthy choices in order to make money?

☐ Yes ☐ No

6. Do you think the school has a responsibility to sell foods that are healthy for the students?

☐ Yes ☐ No

POLL SHEET

Part Two

1. Have you ever been given candy, snacks, or food coupons as rewards in class?

☐ Yes ☐ No

2. How often does this happen?

_____ daily _____ weekly _____ about once a month _____ not very often

3. Which foods or coupons have you been given?

4. What do you think about using these kinds of foods and food coupons as rewards?

5. Which other items do you think teachers could give that students would like?

POLL SHEET

Part One

1. How often have you been asked to buy candy for a school fund-raiser?

_____ daily _____ weekly _____ about once a month _____ not very often

2. Can you think of other items that could be sold for fund-raisers that you would buy? What are they?

3. What other kinds of foods and beverages besides candy, chips, and pop do you think students would buy at school sports events and dances?

4. Do you think school groups should be allowed to sell candy and pop at school events and for fund-raisers?

candy ☐ Yes ☐ No **pop** ☐ Yes ☐ No

5. Do you think it is okay for schools to encourage students to make unhealthy choices in order to make money?

☐ Yes ☐ No

6. Do you think the school has a responsibility to sell foods that are healthy for the students?

☐ Yes ☐ No

POLL SHEET

Part Two

1. Have you ever been given candy, snacks, or food coupons as rewards in class?

☐ Yes ☐ No

2. How often does this happen?

_____ daily _____ weekly _____ about once a month _____ not very often

3. Which foods or coupons have you been given?

4. What do you think about using these kinds of foods and food coupons as rewards?

5. Which other items do you think teachers could give that students would like?

POLL SHEET

Part One

1. How often have you been asked to buy candy for a school fund-raiser?

_____ daily _____ weekly _____ about once a month _____ not very often

2. Can you think of other items that could be sold for fund-raisers that you would buy? What are they?

3. What other kinds of foods and beverages besides candy, chips, and pop do you think students would buy at school sports events and dances?

4. Do you think school groups should be allowed to sell candy and pop at school events and for fund-raisers?

candy ☐ Yes ☐ No **pop** ☐ Yes ☐ No

5. Do you think it is okay for schools to encourage students to make unhealthy choices in order to make money?

☐ Yes ☐ No

6. Do you think the school has a responsibility to sell foods that are healthy for the students?

☐ Yes ☐ No

POLL SHEET

Part Two

1. Have you ever been given candy, snacks, or food coupons as' rewards in class?

☐ Yes ☐ No

2. How often does this happen?

_____ daily _____ weekly _____ about once a month _____ not very often

3. Which foods or coupons have you been given?

4. What do you think about using these kinds of foods and food coupons as rewards?

5. Which other items do you think teachers could give that students would like?

POLL SHEET

Part One

1. How often have you been asked to buy candy for a school fund-raiser?

_____ daily _____ weekly _____ about once a month _____ not very often

2. Can you think of other items that could be sold for fund-raisers that you would buy? What are they?

3. What other kinds of foods and beverages besides candy, chips, and pop do you think students would buy at school sports events and dances?

4. Do you think school groups should be allowed to sell candy and pop at school events and for fund-raisers?

candy ☐ Yes ☐ No **pop** ☐ Yes ☐ No

5. Do you think it is okay for schools to encourage students to make unhealthy choices in order to make money?.

☐ Yes ☐ No

6. Do you think the school has a responsibility to sell foods that are healthy for the students?

☐ Yes ☐ No

POLL SHEET

Part Two

1. Have you ever been given candy, snacks, or food coupons as rewards in class?

☐ Yes ☐ No

2. How often does this happen?

_____ daily _____ weekly _____ about once a month _____ not very often

3. Which foods or coupons have you been given?

4. What do you think about using these kinds of foods and food coupons as rewards?

5. Which other items do you think teachers could give that students would like?

POLL SHEET

Part One

1. How often have you been asked to buy candy for a school fund-raiser?

_____ daily _____ weekly _____ about once a month _____ not very often

2. Can you think of other items that could be sold for fund-raisers that you would buy? What are they?

3. What other kinds of foods and beverages besides candy, chips, and pop do you think students would buy at school sports events and dances?

4. Do you think school groups should be allowed to sell candy and pop at school events and for fund-raisers?

candy ☐ Yes ☐ No **pop** ☐ Yes ☐ No

5. Do you think it is okay for schools to encourage students to make unhealthy choices in order to make money?

☐ Yes ☐ No

6. Do you think the school has a responsibility to sell foods that are healthy for the students?

☐ Yes ☐ No

POLL SHEET

Part Two

1. Have you ever been given candy, snacks, or food coupons as rewards in class?

☐ Yes ☐ No

2. How often does this happen?

_____ daily _____ weekly _____ about once a month _____ not very often

3. Which foods or coupons have you been given?

4. What do you think about using these kinds of foods and food coupons as rewards?

5. Which other items do you think teachers could give that students would like?

PART TWO: Poll Tally and Gathering Information

1. During class today, two people in your group will tally the poll results for PART ONE of the poll on the Poll Tally Sheet. Those two people will be:

_____ and _____
Name Name

2. The other two people in your group will tally the poll results for the PART TWO of the poll on the Poll Tally Sheet. Those two people will be:

_____ and _____
Name Name

You will need to make a graph or poster to show your poll results. You can start this today, but read the assignment below to see if you can do any part of that during class today first. You will have time to complete your poster during the next class.

3. Your group will also have an assignment to complete before the next TEENS session. You will gather information by finding out what kind of food fund-raising goes on in your school, and how teachers or staff use food as rewards, and what the policy is about this. If possible, try to begin this work during this class. Otherwise, it will have to be done outside of class. Each person in your group should do one of the following steps and use the lines below to fill in your answers.

Student Check with coaches, band teachers, music teachers and other teachers to see what they sell to raise money. Fill in the answers on the lines below.

Student

Student Check with school clubs, organizations and student council to find out what groups sponsor candy and pop sales at school events to raise money. Fill in the answers on the lines below.

_____ sells _____

_____ sells _____

_____ sells _____

_____ sells _____

_____ sells _____

Student

Speak with the principal or assistant principal to find out what the school policy is about candy and pop sales. Also, ask if there is a policy about teacher's use of food and food coupons. Write your answers here.

POLL TALLY SHEET

(Write down how many students had the same answer)

Part One

1. How often have students been asked to buy candy for a school fund-raiser?

_____ daily _____ weekly _____ about once a month _____ not very often

2 . Which other items did students think could be sold for fund-raisers?

3 . What other kinds of foods and beverages besides candy, chips, and pop did students think **other students would buy at school sports events, dances, plays, etc.?**

4 . How many people thought school groups should be 'allowed to sell candy and pop at school events and fund-raisers?

Candy

Number who said yes _____

Number who said no _____

Pop

Number who said yes _____

Number who said no _____

5 . How many people thought that it was okay for schools to encourage students to make unhealthy choices in order to make money?

Number who said yes _____

Numberwho said no _____

6 . How many students thought that the school has a responsibility to sell foods that are healthy for the students?

Number who said yes _____

Number who said no _____

Part Two

(Write down how many students had the same answer)

1. How many students said they had been given candy, snacks, or food coupons as rewards in class?

Number who said yes _____

Number who said no _____

2. How often does this happen?

_____ daily _____ weekly _____ about once a month _____ not very often

3. Which foods or coupons have students been given?

4. What do students think about using these kinds of foods and food coupons as rewards?

5. What other foods or items do students think teachers could give that students would like?

PART THREE: *Putting It All Together*

1. As a group, share the information you got from the polls and talking to teachers, student groups, and the principal or assistant principal. Answer the following questions together.

a. What groups in school sell foods to raise money and what do they sell?

b. What is the school policy about selling foods to raise money in school?

c. What is the school policy about using food or food coupons as rewards?

d. From what you found out in the polls is the school policy being followed?

e. Which healthier foods would students like instead of candy and pop?

f. What kinds of rewards would students like instead of food or food coupons?

2. Finish the poster or graph of the poll results.
3. Your group will be making a flyer to put in teacher mailboxes. Use the information you got in your polls and what you know about school policy and the answers to the questions above to tell teachers:
 - ⇒ whether there is a school policy about food sales and rewards and what the policy is.
 - ⇒ what students would like as alternatives to candy sales and food rewards.
 - ⇒ your group's suggestions about alternatives to candy sales, foods offered at school events, and foods used as rewards.

You can begin making this flyer today and you will have one more class period to complete it.

PART FOUR: *Preparing for the Presentation*

Today your group will finish the flyer for teachers. This will be handed in to your teacher when you present your project so he/she can make copies for teachers' mailboxes.

You can also finish the poster or graph if you have not done so and prepare for your presentation.

CLASS PRESENTATION

Each student in your group will be responsible for presenting one part of your project to the class. Decide who will do each part and write their names on this sheet.

_____ student **Introduce the project and present the poll results and poster from Part One of the poll.**

_____ student **Present the poll results and poster from Part Two of the poll.**

_____ student **Present the information in the answers to the questions in #2 of Part Three.**

_____ student **Present and read your flyer to the teachers.**

INPUT OUTPUT

PART ONE

Whether it's cancer prevention, heart health, dealing with stress, managing your weight, building your body, or just looking and feeling good, being physically active, along with a healthy diet, is the key. How much exercise should you get? What kind of exercise is best and what can you do if you're not a jock and not interested in being one? What do teens think about physical activity and how much do they get? Find out the answers to these questions and more!

Project Goal:

To find out about students' physical activity habits at your school and how different kinds of exercise affects your body.

Taking a Poll

Each person in your group will be responsible for polling five other students who are not in this class. Use the poll sheets provided here and write the answers right on the sheets. Bring them to class on _____ for the next TEENS session.
date

POLL SHEET

1. How many days **per week** do you usually get at least 20-30 minutes of exercise or physical activity? This includes playing a sport, doing gymnastics, jogging, walking fast, swimming, biking, skating, dancing.

_____ days per week.

2. What type/s of exercise do you do? _____

3. If you exercise, why do you? _____

If you don't exercise, why don't you? _____

4. How many hours of TV and video games do you usually watch and play each day?

_____ total number of hours

5. How important is it for teens to exercise?

☐ very important ☐ somewhat important ☐ not at all important

6. Does what you eat affect your activity level or how well you perform at your sport?

☐ yes, a lot ☐ maybe a little ☐ not at all ☐ don't know

7. Do you think that being physically active affects:

a. your weight	<input type="checkbox"/> yes	<input type="checkbox"/> no
b. your energy level	<input type="checkbox"/> yes	<input type="checkbox"/> no
c. your mood	<input type="checkbox"/> yes	<input type="checkbox"/> no
d. how you feel about yourself	<input type="checkbox"/> yes	<input type="checkbox"/> no
e. how healthy you are	<input type="checkbox"/> yes	<input type="checkbox"/> no
f. your strength and flexibility	<input type="checkbox"/> yes	<input type="checkbox"/> no

8. What kinds of physical activity do you think you will do as an adult? _____

POLL SHEET

1. How many days **per week** do you usually get at least 20-30 minutes of exercise or physical activity? This includes playing a sport, doing gymnastics, jogging, walking fast, swimming, biking, skating, dancing.

_____ days per week.

2. What type/s of exercise do you do? _____

3. If you exercise, why do you? _____

If you don't exercise, why don't you? _____

4. How many hours of TV and video games do you usually watch and play each day?

_____ total number of hours

5. How important is it for teens to exercise?

☐ very important ☐ somewhat important ☐ not at all important

6. Does what you eat affect your activity level or how well you perform at your sport?

☐ yes, a lot ☐ maybe a little ☐ not at all ☐ don't know

- 7'. Do you think that being physically active affects:

a. your weight	<input type="checkbox"/> yes	<input type="checkbox"/> no
b. your energy level	<input type="checkbox"/> yes	<input type="checkbox"/> no
c. your mood	<input type="checkbox"/> yes	<input type="checkbox"/> no
d. how you feel about yourself	<input type="checkbox"/> yes	<input type="checkbox"/> no
e. how healthy you are	<input type="checkbox"/> yes	<input type="checkbox"/> no
f. your strength and flexibility	<input type="checkbox"/> yes	<input type="checkbox"/> no

8. What kinds of physical activity do you think you will do as an adult? _____

POLL SHEET

1. How many days **per week** do you usually get at least 20-30 minutes of exercise or physical activity? This includes playing a sport, doing gymnastics, jogging, walking fast, swimming, biking, skating, dancing.

_____ days per week.

2. What type/s of exercise do you do? _____

3. If you exercise, why do you? _____

If you don't exercise, why don't you? _____

4. How many hours of TV and video games do you usually watch and play each day?

_____ total number of hours

5. How important is it for teens to exercise?

☐ very important ☐ somewhat important ☐ not at all important

6. Does what you eat affect your activity level or how well you perform at your sport?

☐ yes, a lot ☐ maybe a little ☐ not at all ☐ don't know

7. Do you think that being physically active affects:

a. your weight	<input type="checkbox"/> yes	<input type="checkbox"/> no
b. your energy level	<input type="checkbox"/> yes	<input type="checkbox"/> no
c. your mood	<input type="checkbox"/> yes	<input type="checkbox"/> no
d. how you feel about yourself	<input type="checkbox"/> yes	<input type="checkbox"/> no
e. how healthy you are	<input type="checkbox"/> yes	<input type="checkbox"/> no
f. your strength and flexibility	<input type="checkbox"/> yes	<input type="checkbox"/> no

8. What kinds of physical activity do you think you will do as an adult? _____

POLL SHEET

1. How many days **per week** do you usually get at least 20-30 minutes of exercise or physical activity? This includes playing a sport, doing gymnastics, jogging, walking fast, swimming, biking, skating, dancing.

_____ days per week.

2. What type/s of exercise do you do? _____

3. If you exercise, why do you? _____

If you don't exercise, why don't you? _____

4. How many hours of TV and video games do you usually watch and play each day?

_____ total number of hours

5. How important is it for teens to exercise?

☐ very important ☐ somewhat important ☐ not at all important

6. Does what you eat affect your activity level or how well you perform at your sport?

☐ yes, a lot ☐ maybe a little ☐ not at all ☐ don't know

7. Do you think that being physically active affects:

a. your weight	<input type="checkbox"/> yes	<input type="checkbox"/> no
b. your energy level	<input type="checkbox"/> yes	<input type="checkbox"/> no
c. your mood	<input type="checkbox"/> yes	<input type="checkbox"/> no
d. how you feel about yourself	<input type="checkbox"/> yes	<input type="checkbox"/> no
e. how healthy you are	<input type="checkbox"/> yes	<input type="checkbox"/> no
f. your strength and flexibility	<input type="checkbox"/> yes	<input type="checkbox"/> no

8. What kinds of physical activity do you think you will do as an adult? _____

POLL SHEET

1. How many days **per week** do you usually get at least 20-30 minutes of exercise or physical activity? This includes playing a sport, doing gymnastics, jogging, walking fast, swimming, biking, skating, dancing.

_____ days per week.

2. What type/s of exercise do you do? _____

3. If you exercise, why do you? _____

If you don't exercise, why don't you? _____

4. How many hours of TV and video games do you usually watch and play each day?

_____ total number of hours

5. How important is it for teens to exercise?

☐ very important ☐ somewhat important ☐ not at all important

6. Does what you eat affect your activity level or how well you perform at your sport?

☐ yes, a lot ☐ maybe a little ☐ not at all ☐ don't know

7. Do you think that being physically active affects:

a. your weight	<input type="checkbox"/> yes	<input type="checkbox"/> no
b. your energy level	<input type="checkbox"/> yes	<input type="checkbox"/> no
c. your mood	<input type="checkbox"/> yes	<input type="checkbox"/> no
d. how you feel about yourself	<input type="checkbox"/> yes	<input type="checkbox"/> no
e. how healthy you are	<input type="checkbox"/> yes	<input type="checkbox"/> no
f. your strength and flexibility	<input type="checkbox"/> yes	<input type="checkbox"/> no

8. What kinds of physical activity do you think you will do as an adult? _____

PART TWO: Poll Tally and Gathering Information

1. During class today, two people in your group will tally all of the poll results on the Poll Tally Sheet. Those two people will be:

_____ and _____
student student

** After the poll has been tallied, begin making a poster or graph of the poll results.*

2. The other two people will answer the following questions using the articles on pages 11-17.

A. What are the different types of physical activity and how do they affect your body?

B. Why is exercise important for everyone? List at least 5 reasons.

1. _____
2. _____
3. _____
4. _____
5. _____

C. What are the benefits of exercise for teens? List at least 5 benefits.

1. _____
2. _____
3. _____
4. _____
5. _____

D. Is it possible to get too much exercise? Explain. _____

PART TWO: *Poll Tally and Gathering Information*

(continued)

E. Why is it important for athletes to get enough calories? _____

F. What should athletes drink when participating in a sport? _____

G. What and when should athletes eat when participating in a sport? _____

H. What are some myths about how to improve your sports performance? _____

POLL TALLY SHEET

(Write down how many students gave each answer)

1. How many days **per week** do students usually get at least 20-30 minutes of exercise or physical activity? This includes playing a sport, doing gymnastics, jogging, fast walking, swimming, biking, skating, dancing.

_____ days per week.

Find the average number of days per week that the teens you polled got at least 20-30 minutes of physical activity by adding up all the days and dividing by the number of students polled. The average is _____

2. What type/s of exercise do students do? _____

3. If students exercise, why do they? _____

If students don't exercise, why don't they? _____

4. How many hours a day do students usually spend watching TV and playing video games?

(Write the number of students next to each number of hours below)

_____1 _____2 _____3 _____4 _____5 _____6 _____7 _____other

Find the average by adding up the number of hours each person usually watches TV and plays video games each day, and dividing the answer by the number of students polled. The average number of hours students watched TV was _____

5. How important do students think it is for teens to exercise? *(Write the number of students who gave each answer)*

_____ very important _____ somewhat important _____ not at all important

6. Do students think that what you eat affects your activity level or how well you perform at your sport? *(Write the number of students who gave each answer)*

_____ yes, a lot _____ maybe a little _____ not at all _____ don't know

POLL SHEET (continued)

7. Do students think that being physically active affects:

a. your weight?

_____ *number who said yes* _____ *number who said no*

b. your energy level?

_____ *number who said yes* _____ *number who said no*

c. your mood?

_____ *number who said yes* _____ *number who said no*

d. how you feel about yourself?

_____ *number who said yes* _____ *number who said no*

e. how healthy you are?

_____ *number who said yes* _____ *number who said no*

f. your strength and flexibility?

_____ *number who said yes* _____ *number who said no*

8. What kinds of physical activity do students think they will do as adults? _____

PART THREE: *Putting It All Together*

Report to each other the poll results and answers to the questions you found in the last TEENS class.

1. As a group, use the poll results, articles and answers to the questions to answer the following questions:

- a. What do you think are the most popular forms of exercise for teens?

- b. What are some of the barriers to exercise that people named in the poll?

- c. What are some ways to break through those barriers?

- d. Why is it important for everyone, not just the jocks and athletes, to do some form of exercise?

- e. What do you think would help teens to get more exercise?

- f. Research has shown that more males than females exercise regularly. What do you think would help girls to exercise more?

PART THREE: *Putting It All Together* (continued)

- g. Research has also shown that older teens exercise less than younger teens. What do you think would help teens keep their exercise habits as they get older?

GROUP ASSIGNMENT

One way to get people to exercise more or to start exercising, is to get them to do it with a friend, or even a group of friends. As a group, create a role play or make a video of a role play showing one or two people watching TV or not wanting to exercise and one or two people convincing them to try it. The role play should end with all of the teens exercising and enjoying it. You will have time to work on it today and finish it during the next TEENS session. Everyone in your group should participate in the role play. You might want to add props or music to the exercise routine.

PART FOUR: *Preparing for the Class Presentation*

Today your group will finish the poster of the poll results if it is not finished and will practice or videotape your role play.

CLASS PRESENTATION

Each student in your group will be responsible for presenting one part of your project to the class. Decide who will do each part and write their names on this sheet.

_____ Introduce the project and present the poll results and poster.
student

_____ Present the answers to the questions in Part Two.
student

_____ Present the answer to the questions in Part Three.
student

_____ Introduce the role play.
student

Everyone in the group should be part of the role play.

EXTRA! EXTRA!

EAT ALL ABOUT IT!

PART ONE

The extra foods you can buy in the snack line in the lunchroom are very popular, but are they low in fat? Find out what kids like, what is available and what you think could be changed!

Project Goal:

To find out which kinds of foods are available in the snack line and determine if they provide healthy choices for students.

Taking a Poll

Each person in your group will be responsible for polling five other students who are not in this class. Use the poll sheets here and write the answers right on the sheets. Bring them to class on _____ for the next TEENS session.

Date

Poll Sheet

1. Which food items do you usually buy in the snack line? _____

2. Why do you buy these items? _____

3. How often do you buy food from the snack line?

☐ 1 day/week ☐ 2 days/week ☐ 3 days/week ☐ 4 days/week ☐ 5 days/week

4. How much money do you spend on food in the snack line?

5. Which low-fat foods do you think are available in the snack line?

6. Which low-fat foods or fruits, vegetables or juices would you buy if they were available in the snack line?

Poll Sheet

1. Which food items do you usually buy in the snack line? _____

2. Why do you buy these items? _____

3. How often do you buy food from the snack line?

☐ 1 day/week ☐ 2 days/week ☐ 3 days/week ☐ 4 days/week ☐ 5 days/week

4. How much money do you spend on food in the snack line?

5. Which low-fat foods do you think are available in the snack line?

6. Which low-fat foods or fruits, vegetables or juices would you buy if they were available in the snack line?

Poll Sheet

1. Which food items do you usually buy in the snack line? _____

2. Why do you buy these items? _____

3. How often do you buy food from the snack line?

☐ 1 day/week ☐ 2 days/week ☐ 3 days/week ☐ 4 days/week ☐ 5 days/week

4. How much money do you spend on food in the snack line?

5. Which low-fat foods do you think are available in the snack line?

6. Which low-fat foods or fruits, vegetables or juices would you buy if they were available in the snack line?

Poll Sheet

1. Which food items do you usually buy in the snack line? _____

2. Why do you buy these items? _____

3. How often do you buy food from the snack line?

☐ 1 day/week ☐ 2 days/week ☐ 3 days/week ☐ 4 days/week ☐ 5 days/week

4. How much money do you spend on food in the snack line?

5. Which low-fat foods do you think are available in the snack line?

6. Which low-fat foods or fruits, vegetables or juices would you buy if they were available in the snack line?

Poll Sheet

1. Which food items do you usually buy in the snack line? _____

2. Why do you buy these items? _____

3. How often do you buy food from the snack line?

☐ 1 day/week ☐ 2 days/week ☐ 3 days/week ☐ 4 days/week ☐ 5 days/week

4. How much money do you spend on food in the snack line?

5. Which low-fat foods do you think are available in the snack line?

6. Which low-fat foods or fruits, vegetables or juices would you buy if they were available in the snack line?

PART TWO: Poll Tally and Gathering Information

1. During class today two people in your group will tally all of the poll results on the Poll Tally Sheet. Those two people will be:

Student

Student

2. The other two people will need to find out what is available in the snack line. They will either go to the lunchroom now to write down what is available, or go to the lunchroom to set up a time when they can do this before the next TEENS class on _____
Date of next TEENS class

(Check with the food service staff who might even be able to provide you with a list of the snack line foods).

The two students will be: _____
Student Student

They can use the "Snack Line Items" list in the handout. The Snack Line Items list will need to be completed by the next TEENS class. These two people will also answer these questions:

1. When is the snack line open?

2. Why do you think it is open only at these times?

POLL TALLY SHEET

(Write down how many students had the same answer)

1. Which food items do students usually buy?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Why do students buy foods from the snack line? _____

3. How often do students buy food from the snack line?

_____ 1 day/week _____ 2 days/week _____ 3 days/week
_____ 4 days/week _____ 5 days/week

4. How much money do students usually spend in the snack line?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Which low-fat foods do students think are available in the snack line?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Which low-fat foods or fruits, vegetables or juices would students buy if they were available in the snack line? _____

SNACK LINE ITEMS

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART THREE: *Putting It All Together*

As a group, use the information you have gathered from polls and the Snack Line Items list to answer the following questions. You will use these answers for your presentation.


1. Which were the most popular food items in the snack line?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What are the main reasons why people buy food items in the snack line?

3. What is the average number of times per week that students buy items from the snack line? You can find this out by multiplying the number of students by the number of days they buy items per week, adding them all up and dividing by the total number of students as shown below:

Step 1															
_____		x 1 day/week =		_____ (A)											
# of students															
_____		x 2 day/week =		_____ (B)											
# of students															
_____		x 3 day/week =		_____ (C)											
# of students															
_____		x 4 day/week =		_____ (D)											
# of students															
_____		x 5 day/week =		_____ (E)											
# of students															
Step 2															
A		+	B		+	C		+	D		+	E		=	
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="text"/>

Step 3		divided by <u> </u> = <u> </u> <div style="display: flex; justify-content: space-around; font-size: small;"> <div style="text-align: center;">Total number of students polled</div> <div style="text-align: center;">Average number of days per week that students buy food items from the snack line.</div> </div>
--------	---	--

4. What is the average amount of money that people spend in the snack line? To find the average, add up all the answers and divide by the number of students polled.

<u> </u> Total of all answers	divided by	<u> </u> Number of students polled	=	<u> </u> Average amount of money spent at the snack line.
--	------------	---	---	---

5. Which low-fat foods did students think were available in the snack line?

6. Which low-fat foods, fruits, vegetables, or juices would people buy if they were available in the snack line?

7. Which low-fat foods are available in the snack line? (*You might have to ask someone from food service to help you answer this question*).

PART FOUR: *Preparing for the Presentation*

Two students will do each of the following steps to prepare for the presentation during the next class.

_____ 1. Make a graph or poster showing your poll results and decide who will
Student present this information to the class.

_____ Student

_____ 2. Make a poster to let students know the great low-fat foods available in
Student the snack line. Include:

_____ Student

⇒ Low-fat alternatives to the popular high-fat snacks.

Check the poll results to see what these are.

⇒ Low-fat snacks that cost what people usually spend. See #4 in Part 3.

⇒ Low-fat snacks that are like the ones students wish were available.

Class Presentation

Each student in your group will be responsible for presenting one part of your project to the class. Decide who will do each part and write their names on this sheet.

_____ Introduce the project explaining what you investigated and what you
Student did.

_____ Present poll results poster.
Student

_____ Present information in the answers to the questions in Part Three.
Student

_____ Present poster for students about what low-fat foods are available
Student in the snack line.

Year Two

Suggested *Teens* **Snacks**

Session One:

Apple Cinnamon Nutrigrain Bars

Session Two:

Quaker Low-Fat Chewy Granola Bars

Session Three:

Salad Bar

Session Four:

Fruitsations Apple Sauce

Session Five:

Baked Ruffles Potato Chips

Session Six:

Jicama and Dip

Session Seven:

Reduced-Fat Oreo Cookies

Session Eight:

Snackwells Chocolate Chip Cookies

Session Nine:

Teddy Grahams

Session Ten:

Baked BBQ Ruffles Potato Chips

Year Two

TEENS Snack: Supplies Requisition

Session 1: Nutri-Grain Bars

To: _____ From: _____
(Food Service Personnel) (Teacher)

Date Needed: _____ Time Needed: _____

Total Number of Students: _____

Food Service Staff use:

Kellogg's Nutri Grain-Bars: Any fruit flavor - 1 bar per student. (Can substitute another low-fat snack - 5 grams of fat per serving or less).

Teachers Use: TEENS class schedule

- Please fill in the following schedule and record the total number of students in the space above.

Lessons requiring **Nutri-Grain Bars**:

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Total number of students requiring **Nutri-Grain Bars**: _____

Year Two

TEENS Snack: Supplies Requisition

Session 2: Low-fat Chewy Granola Bars

To: _____ From: _____
(Food Service Personnel) (Teacher)

Date Needed: _____ Time Needed: _____

Total Number of Students: _____

Food Service Staff use:

Quaker Chewy Granola Bars: any flavor - LOW FAT - 1 bar per student. (Can substitute another low-fat snack - 5 grams of fat per serving or less).

Teachers Use: TEENS class schedule

- Please fill in the following schedule and record the total number of students in the space above.

Lessons requiring **Chewy Granola Bars**:

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Total number of students requiring **Chewy Granola Bars**: _____

Year Two

TEENS Snack: Supplies Requisition

Session 3: Salad Bar

To: _____ From: _____
(Food Service Personnel) (Teacher)

Date Needed: _____ Time Needed: _____

Total Number of **CLASSES**: _____

Food Service Staff use:

Suggested items per class:

(NOTE: Items are calculated per TEENS CLASS):

Lettuce	2 lb. bag	Cherry tomatoes	1 pint
Broccoli florets	1 lb. bag	Grated mozzarella cheese	8 oz.
Cauliflower florets	1 lb. bag	Grated cheddar cheese	8 oz.
Sprouts	8 oz.	Croutons	2 cups
Cucumbers	2 (sliced)	Mandarin oranges	1 #10 can
Baby Carrots	1 lb. bag	Pineapple chunks	1 #10 can

Note: 1 large bottle low-fat/fat-free salad dressing (or equivalent) - or -
one TBL per student.

Teachers Use: TEENS class schedule

- Please fill in the following schedule and record the total number of classes in the space above.

Lessons requiring **Salad Bar**:

Period: _____

Period: _____

Period: _____

Period: _____

Period: _____

Period: _____

Total number of **CLASSES** requiring **Salad Bar**: _____

Year Two

TEENS Snack: Supplies Requisition

Session 4: Fruitsations Applesauce

To: _____ From: _____
(Food Service Personnel) (Teacher)

Date Needed: _____ Time Needed: _____

Total Number of Students: _____

Food Service Staff use:

Fruitsations Applesauce - Any flavor - 4 oz. per student. (Can substitute another low-fat snack - 5 grams of fat per serving or less).

Teachers Use: TEENS class schedule

- Please fill in the following schedule and record the total number of students in the space above.

Lessons requiring **Fruitsations Applesauce**:

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Total number of students requiring **Fruitsations Applesauce**: _____

Year Two

TEENS Snack: Supplies Requisition

Session 5: Baked Potato Chip - Cheddar&Sour Cream

To: _____ From: _____
(Food Service Personnel) (Teacher)

Date Needed: _____ Time Needed: _____

Total Number of Students: _____

Food Service Staff use:

Baked Ruffles Potato Chips: Cheddar&Sour Cream - Packaged in 1 1/8 oz. serving per student. (Can substitute another low-fat snack - 5 grams of fat per serving or less).

Teachers Use: TEENS class schedule

- Please fill in the following schedule and record the total number of students in the space above.

Lessons requiring **Baked Ruffles Cheddar & Sour Cream Potato Chips:**

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Total number of students requiring **Baked Ruffles Cheddar & Sour Cream Potato Chips:**

Year Two

TEENS Snack: Supplies Requisition

Session 6: Jicama

To: _____ From: _____
(Food Service Personnel) (Teacher)

Date Needed: _____ Time Needed: _____

Total Number of Students: _____

Food Service Staff use:

Suggested Items:

Jicama - 5 lb. bag (julienned)

Ranch dressing - low fat or fat free (1 oz. per student)

Teachers Use: TEENS class schedule

- Please fill in the following schedule and record the total number of students in the space above.

Lessons requiring **Jicama**:

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Total number of students requiring **Jicama**: _____

Year Two

TEENS Snack: Supplies Requisition

Session 7: Reduced-fat Oreos

To: _____ From: _____
(Food Service Personnel) (Teacher)

Date Needed: _____ Time Needed: _____

Total Number of Students: _____

Food Service Staff use:

Reduced-fat Oreos come with 54 cookies per package - 3 cookies per student. (Can substitute another low-fat snack - 5 grams of fat per serving or less).

Teachers Use: TEENS class schedule

- Please fill in the following schedule and record the total number of students in the space above.

Lessons requiring **Reduced-fat Oreos**:

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Total number of students requiring **Reduced-fat Oreos**: _____

Year Two

TEENS Snack: Supplies Requisition

Session 8: Snackwell Chocolate Chip Cookies

To: _____ From: _____
(Food Service Personnel) (Teacher)

Date Needed: _____ Time Needed: _____

Total Number of Students: _____

Food Service Staff use:

Snackwell Chocolate Chip Cookies come with 96 cookies per box- 13 cookies per student. (Can substitute another low-fat snack - 5 grams of fat per serving or less).

Teachers Use: TEENS class schedule

- Please fill in the following schedule and record the total number of students in the space above.

Lessons requiring **Snackwell Chocolate Chip Cookies:**

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Total number of students requiring **Snackwell Chocolate Chip Cookies:**

Year Two

TEENS Snack: Supplies Requisition

Session 9: Teddy Grahms

To: _____ From: _____
(Food Service Personnel) (Teacher)

Date Needed: _____ Time Needed: _____

Total Number of Students: _____

Food Service Staff use:

Teddy Grahms: can be purchased in individual serving-sized packages - 1 pkg. per student. (Can substitute another low-fat snack - 5 grams of fat per serving or less).

Teachers Use: TEENS class schedule

- Please fill in the following schedule and record the total number of students in the space above.

Lessons requiring **Teddy Grahms**:

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Total number of students requiring **Teddy Grahms**: _____

Year Two

TEENS Snack: Supplies Requisition

Session 10: Baked Lays Potato Chips - BBQ Flavor

To: _____ From: _____
(Food Service Personnel) (Teacher)

Date Needed: _____ Time Needed: _____

Total Number of Students: _____

Food Service Staff use:

Baked Lay's Potato Chips-BBQ Flavor - 1 1/8 oz. per student. (Can substitute another low-fat snack - 5 grams of fat per serving or less).

Teachers Use: TEENS class schedule

- Please fill in the following schedule and record the total number of students in the space above.

Lessons requiring **Baked Lay's Potato Chips-BBQ Flavor:**

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Period: _____ Number of students: _____

Total number of students requiring **Baked Lay's Potato Chips-BBQ Flavor:**



Division of Epidemiology • School of Public Health • University of Minnesota
1300 South Second Street, Suite 300 • Minneapolis, Minnesota 55454
(612) 624-1818 • FAX (612) 624-0315

Dear Parents and Guardians,

This is the first of three TEENS PARENT PACKS that will be sent to your home over the next five weeks. These Parent Packs are part of the TEENS nutrition program (Teens Eating for Energy and Nutrition at School) which is being taught in your child's school. TEENS has been developed by the University of Minnesota, School of Public Health, with funding from the National Cancer Institute.

The goals of the TEENS program are to increase the amount of fruits and vegetables and lower the amount of fat that your child eats. Research has shown that people who eat a diet with plenty of fruits and vegetables and one that is low in fat, have a lower risk of getting some kinds of cancer.

Affecting a teenager's eating habits is definitely a challenge! That's why we've created the Parent Packs! Your child will learn how to make healthy decisions about foods and beverages at school and you can reinforce these decisions at home.

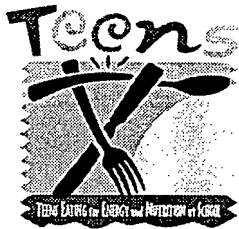
In the classroom, your teen has been exploring his/her own barriers to healthy eating and how to overcome them. They have also been looking at how the media tries to influence teens' eating habits.

Included in your Parent Packs are:

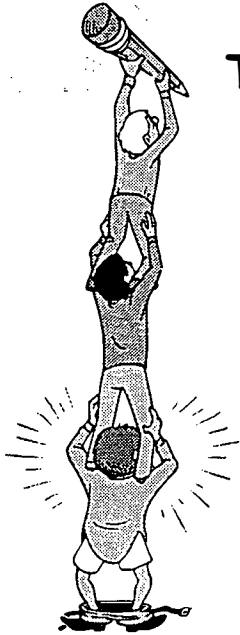
Parent Pack Pointers Recipe/Tip Sheets — You'll find two sheets with recipes and tips to help you and your family make healthier choices when it comes to food. By the end of the program, you'll have a recipe book that will help you make good decisions and delicious, healthy foods.

TEENS Coupon Book — You will receive one coupon book in each Parent Pack. Each coupon book has ten coupons.

- Each coupon gives a specific activity you can do alone or with your teen to eat healthier foods.
- Simply look through the coupons, choose an activity on one of them (such as making a salad for dinner), complete the activity and then fill out the back of the coupon.
- Return the completed coupons to school. At the end of the program, one coupon will be drawn for a family prize.
- You may have already incorporated some of the coupon activities into your eating habits. If this is true, go ahead and give yourself credit by filling out the coupons. Otherwise, do as many activities on the coupons as you can, fill out the coupons and try adding the new ideas into your regular food preparation.



Parent Pack Pointers



Test out your nutrition knowledge with this quiz!

	True	False
1. It is recommended that we eat at least 5 servings of fruits and vegetables every day.	<input type="checkbox"/>	<input type="checkbox"/>
2. Only fresh fruits and vegetables are healthy; canned vegetables have too much salt and canned fruits have too much sugar.	<input type="checkbox"/>	<input type="checkbox"/>
3. Active kids and adults should drink sport drinks to make sure they are getting enough nutrients.	<input type="checkbox"/>	<input type="checkbox"/>
4. Fruit drinks like Capri Sun, Sunny Delight, and Fruitopia are good sources of nutrients and count for a fruit serving.	<input type="checkbox"/>	<input type="checkbox"/>
5. Teens don't need to worry about the amount of fat they eat since they are growing so much.	<input type="checkbox"/>	<input type="checkbox"/>
6. Parents of teens have more important things to worry about than what their teen is eating.	<input type="checkbox"/>	<input type="checkbox"/>
7. Any breakfast is better than no breakfast at all.	<input type="checkbox"/>	<input type="checkbox"/>
8. Only foods containing fat can make your body fat.	<input type="checkbox"/>	<input type="checkbox"/>
9. It is impossible to find healthy foods to eat at fast food restaurants.	<input type="checkbox"/>	<input type="checkbox"/>
10. The only place that food is served at my teen's school is in the cafeteria.	<input type="checkbox"/>	<input type="checkbox"/>

ANSWERS TO THE QUIZ

1. **True** health experts tell us that eating at least five servings of fruits and vegetables every day will help protect us from getting some cancers. Fruits and vegetables are also low-fat foods that help protect us from heart disease, too.
2. **False** Canned, fresh or frozen fruits and vegetables will count toward your 5-a-day. canned or frozen fruits and vegetables have about the same nutrients as fresh. It is true that canned vegetables will have more sodium and canned fruits may have more sugar than the fresh varieties. Draining the liquid off will help a bit. Remember, canned fruits and vegetables are better than no fruits or vegetables!
3. **False** This is what the advertisers would have you believe but the truth is, unless you are an endurance athlete (run marathons, or get strenuous exercise for many hours every day) all you really need is water during physical activity. Sports drinks are mostly water and sugar. The extra “stuff” they add to help you compete are found in most foods and beverages.
4. **False** Did we get you again? Most fruit drinks contain less than 25% real fruit juice - they are really just flavored sugar water and **do not** count as one of your 5-a-day!! Look for 100% fruit juice. Juicy Juice is 100% fruit juice, comes in lots of flavors, and comes in juice boxes and in cans.
5. **False** It is true that your teen needs more energy fight now than almost any other time in his or her life because of all the growing they are doing. However, your teen is also developing lifelong eating habits that will be much harder to change when they are adults. Eating a high fat diet increases the risk of heart disease and some cancers. Also, the more fat they eat, the more calories they eat. If your teen isn't very active, those extra calories could quickly turn into extra pounds.
6. **Maybe (!!)** Parents of teens do have a lot to think about - Is their child doing well in school? Who are these new friends he is hanging out with? How do I keep her from smoking or drinking? These are important issues. But what they eat can also affect their health as teens and as adults. Hopefully these TEENS parent packs will give you some hints on how to help your teen eat a healthier diet.
7. **Probably (!!)** As students get older, a lot of them decide to skip breakfast;. Maybe they aren't hungry in the morning or maybe they choose the extra sleep. Teens who go to school without breakfast are more likely to spend time in the nurse's office with headaches and stomachaches. recent research shows that students who eat breakfast actually improved their math grades! So...some breakfast is probably better than no breakfast. Do what you can to send your child off to school with at least juice, milk and cereal, or pack a sandwich or a breakfast bar in their backpack for the tide to school.
8. **False** Body fat comes from eating more calories than our bodies need to be active, grow and just make our bodies work. We get calories from lots of different kinds of food including foods that don't have any fat in them at all! For example, a 12 ounce can of Coke had 150 calories and not fat at all. If you started drinking 2 cans of Coke every day for a year, and kept your other eating and exercise patterns just the same, you would gain approximately 30 pounds of body fat in a year!!!
9. **False** With everyone's busy schedule, fast food may be the only dinner that seems to work. Try to limit the number of times a month you eat fast food, and make healthy choices when you are there. Choose a plain hamburger or cheeseburger instead of the deluxe bacon cheeseburger. Choose fast food restaurants that offer salads or baked potatoes. Instead of butter, sour cream, and cheese on your potato, opt for broccoli or salss. Remember that “Super Size” your meal might “Super Size” you!!
10. **False** See the “Surveying the Local Scene” in this newsletter to find out about all the eating options your teen has at school.



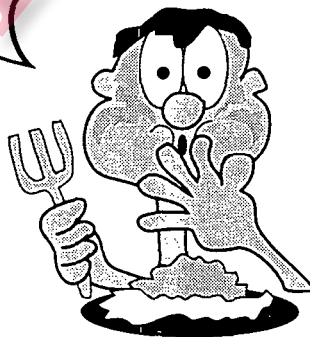
Surveying the Local Scene

As part of the TEENS project in your child's school, we took a look at the foods available in the school environment. This meant looking not just at the foods available in the cafeteria but at foods offered in vending machines, in classrooms as rewards for finishing homework or good behavior, foods sold as fund raisers and foods served on the snack line.

We found that students have lots of options to eat at school and many of the options are not very healthy. Candy is frequently used for rewards and sold as fund-raisers for clubs. Across our 16 TEENS schools, we found 47 beverage machines and 302 beverage selections. Of those selections, 90% were for soft drinks and only 10% were nutritious beverages like 100% juice, milk, or water.

Here is what one 8th grader told us about the food in the school environment:

"I'm going to tell you the truth. When I go to school and have money, I usually spend all of it on junk food. And it is a waste of money and I eat more junk food than I regularly do at home."

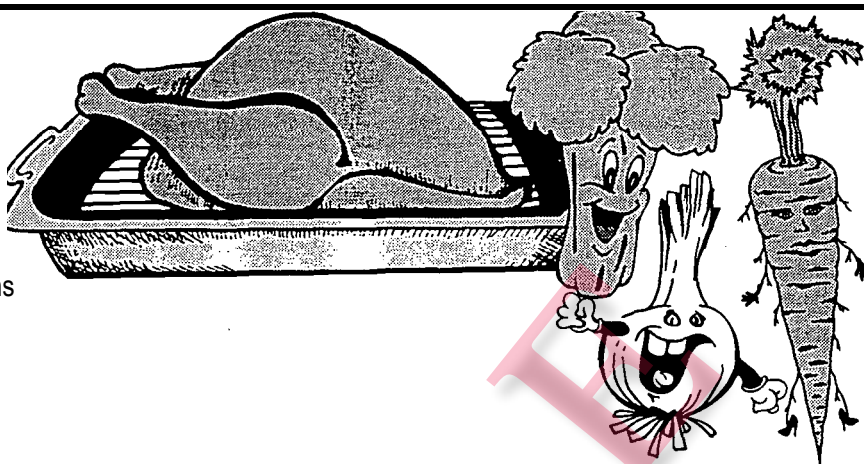


SO WHAT . . .? We have to do more than just tell students why it is important to eat healthy food and what the healthy choices are. We have to practice what we preach by creating school and home environments where the healthy choice is the easy choice to make, and where other people in the environment are modeling the healthy behaviors. TEENS is working with your school to make your child's school a healthy food environment. Is your home a healthy food environment??

Chicken with Roasted Root Vegetables

Ingredients:

4 bone-in chicken breast halves, skinned
1-1/2 teaspoons garlic powder
1 teaspoon salt
3/4 teaspoon paprika
1/4 teaspoon pepper
1-1/2 cups diagonally-sliced fresh carrots
4 medium red potatoes (1 lb.), cut into eighths
1 medium onion, cut into eighths
2 tablespoons extra-virgin olive oil
Cooking Spray



Directions:

1. Heat oven to 400°. Spray two 13x9-inch pans with non-stick cooking spray. Place chicken in one pan. In small bowl, combine garlic powder, salt, paprika, and pepper. Mix well. Sprinkle half of seasoning mixture over chicken.
2. In a second pan, combine carrots, potatoes, and onion; drizzle oil over vegetables. Sprinkle with remaining seasoning mixture; toss gently to coat. Arrange vegetables in single layer.
3. Bake chicken and vegetables at 400°F. for 25 to 30 minutes or until chicken is fork-tender, its juices run clear, and

Serves 4

Calories per serving: 340

Fat grams per serving: 12 grams.

Source: Pillsbury Fast and Healthy Cookbook, 1999

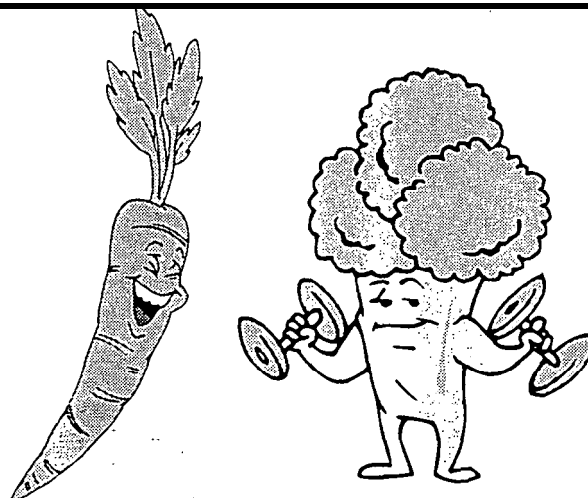
Carrot-Broccoli Sandwiches

Ingredients:

3/4 cup non-fat vanilla yogurt
1/2 teaspoon frozen orange juice concentrate
1/4 teaspoon curry powder
1 cup grated carrots (2 to 3 medium)
1 cup finely chopped fresh broccoli florets
1/4 cup raisins
1 tablespoon shelled sunflower seeds
3 English muffins, split, lightly toasted if desired

Directions:

1. In medium bowl, combine yogurt, orange juice concentrate, and curry powder; blend well. Add all remaining ingredients except muffins; mix well.
2. To serve, top each toasted muffin half with about 1/3 cup filling.



Serves 3

Calories per serving: 160

Fat grams per serving: 3 grams

Source: Pillsbury Fast and Healthy Cookbook, 1999

ASK EATIE!

When it comes to questions about teens and food, just ask Eatie!



Dear Eatie,

I don't want to hurt your feelings, but what my teenager eats is just not that high on my list of things to worry about. Smoking, sex, alcohol, peer pressure, violence-now those are the things I lose sleep over. I mean really, Eatie, all this junk food and pop-it's just a phase and what harm can it really do? Besides, I can't be nagging my kids about everything!

Sleepless in Stillwater

Dear Sleepless,

I understand your worries about smoking, alcohol use, peer pressure, etc. Those are legitimate worries and do affect some teens. However, in the long run many more teens will be affected by what they eat - and don't eat. One third of all the cancer and heart disease in this country could be prevented if people just ate less fat and more fruits and vegetables. Obesity rates have doubled among children in the last 30 years and obesity is a major risk factor for heart disease and some kinds of cancer. At a time when over 40% of their skeleton is forming, teens are drinking twice as much pop as milk.

Believe me, Sleepless, I'm not trying to add to your worries because you can actually do something about this instead of walking the floor all night. Start by having healthy snacks available at home, buy lower fat products, such as baked chips or reduced fat crackers. Serve meals that include a variety of foods including plenty of fruits and vegetables. You can help your teen develop eating habits that will affect her/his whole life, just by changing what's available in your home and eating healthier yourself.

Signed,
EATIE

P.S. Try eating some of those healthy meals together as a family. Research has shown that families who make a habit of sitting down to a meal together can reduce some of the risky behaviors you're concerned about.

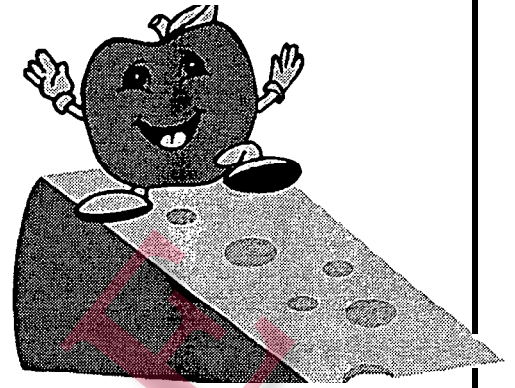
Apple and Cheddar Quesadillas

Ingredients:

- 2 oz. (1/2 cup) shredded 1/3-less-fat Cheddar cheese
- 4 (7 or 8-inch) fat-free flour tortillas
- 2 medium apples (such as Jonagold, Braeburn, or Gala), thinly sliced
- 2 tablespoons currant jelly, melted
- 2 teaspoons sugar
- 1/3 teaspoon cinnamon

Directions:

1. Heat oven to 400°F. Sprinkle 1 tablespoon cheese evenly on half of each tortilla. Arrange apple slices over cheese. Brush apples with jelly; sprinkle with remaining cheese. Fold plain half of tortillas over filling to cover, pressing gently. Place on ungreased cooking sheet.
2. In a small bowl, combine sugar and cinnamon; mix well. brush tortillas lightly with water. sprinkle with sugar mixture.
3. Bake at 400°F. for 6 to 8 minutes or until cheese is melted and apples are crisp-tender. Cut into wedges to serve. If desired, serve with non-fat vanilla yogurt or sweetened non-fat sour cream.



SERVES 4
Calories per serving: 230
Fat grams per serving: 3

Source: Source: Pillsbury Fast and Healthy Cookbook, 1999

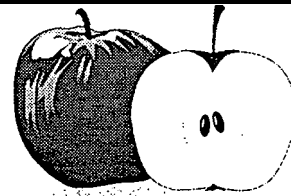
Sweet Potato and Apple Toss

Ingredients:

- 2 medium apples (such as Rome), unpeeled, quartered, and cored
- 1 large sweet potato (3/4 lb.) peeled
- 1/8 teaspoon salt
- 1/8 teaspoon pepper
- 1 teaspoon oil
- 1/4 cup water

Directions:

1. In food processor bowl with shredding disk or with grater with large holes, shred apples and sweet potato. In large bowl, combine apples, sweet potato, salt, and pepper; toss to mix.
2. Heat oil in large nonstick skillet over medium heat until hot. Add sweet potato mixture and water; cook 13 to 18 minutes or until sweet potatoes are tender, turning mixture over occasionally.



SERVES 4 (3/4-cup) servings
Calories per serving: 120
Fat grams per serving: 2 grams.

Source: Pillsbury Fast and Healthy Cookbook, 1999

Coupon Book 1



Start making small, easy changes in the way your family eats!!

Each coupon gives an activity for an adult and/or teen to do. Complete the activity, sign the coupon, have your teen sign the coupon, and bring it to school. You'll be getting THREE coupon packs while your teen is in the TEENS program at school.

Complete as many coupons as you can. At the end of the program, one coupon will be drawn for a family prize.

Coupon Book 1



Start making small, easy changes in the way your family eats!!

Each coupon gives an activity for an adult and/or teen to do. Complete the activity, sign the coupon, have your teen sign the coupon, and bring it to school. You'll be getting THREE coupon packs while your teen is in the TEENS program at school.

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Coupon Book 1

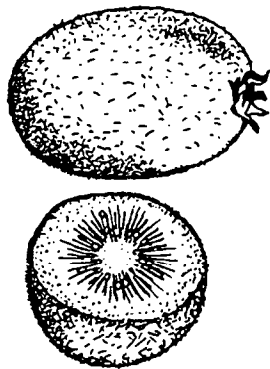


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Each coupon gives an activity for an adult and/or teen to do. Complete the activity, sign the coupon, have your teen sign the coupon, and bring it to school. You'll be getting THREE coupon packs while your teen is in the TEENS program at school.

Complete as many coupons as you can. At the end of the program, one coupon will be drawn for a family prize.

Buy a new kind of fruit this week at the grocery store.



Teens Coupon

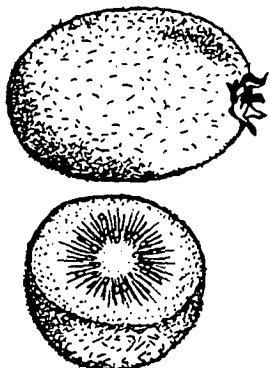
Buy a new kind of fruit this week at the grocery store.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy a new kind of fruit this week at the grocery store.



Teens Coupon

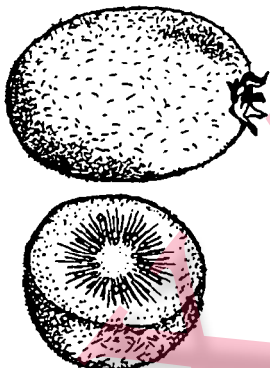
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Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy a new kind of fruit this week at the grocery store.



Teens Coupon

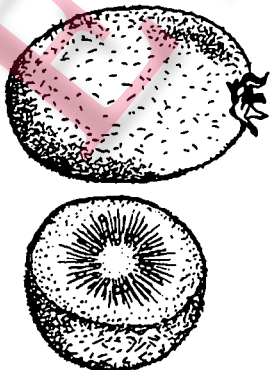
Buy a new kind of fruit this week at the grocery store.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy a new kind of fruit this week at the grocery store.



Teens Coupon

Buy a new kind of fruit this week at the grocery store.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

With your teen, prepare a salad with lettuce and 2 other vegetables for dinner.



Teens Coupon

With your teen, prepare a salad with lettuce and 2 other vegetables for dinner.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

With your teen, prepare a salad with lettuce and 2 other vegetables for dinner.



Teens Coupon

With your teen, prepare a salad with lettuce and 2 other vegetables for dinner.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

With your teen, prepare a salad with lettuce and 2 other vegetables for dinner.



Teens Coupon

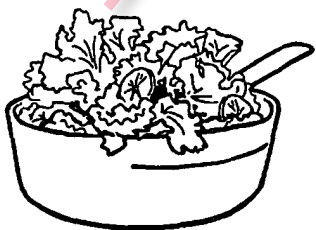
With your teen, prepare a salad with lettuce and 2 other vegetables for dinner.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

With your teen, prepare a salad with lettuce and 2 other vegetables for dinner.



Teens Coupon

With your teen, prepare a salad with lettuce and 2 other vegetables for dinner.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Buy pretzels or low-fat
corn chips instead of
potato chips.



Teens Coupon

Buy pretzels or low-fat corn chips
instead of potato chips.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy pretzels or low-fat
corn chips instead of
potato chips.



Teens Coupon

Buy pretzels or low-fat corn chips
instead of potato chips.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy pretzels or low-fat
corn chips instead of
potato chips.



Teens Coupon

Buy pretzels or low-fat corn chips
instead of potato chips.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy pretzels or low-fat
corn chips instead of
potato chips.



Teens Coupon

Buy pretzels or low-fat corn chips
instead of potato chips.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

With your teen, make a fruit salad with at least three different kinds of fruit..



Teens Coupon

With your teen, make a fruit salad with at least three different kinds of fruit.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

With your teen, make a fruit salad with at least three different kinds of fruit..



Teens Coupon

With your teen, make a fruit salad with at least three different kinds of fruit.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

With your teen, make a fruit salad with at least three different kinds of fruit..



Teens Coupon

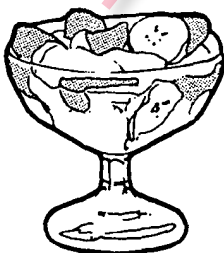
With your teen, make a fruit salad with at least three different kinds of fruit.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

With your teen, make a fruit salad with at least three different kinds of fruit..



Teens Coupon

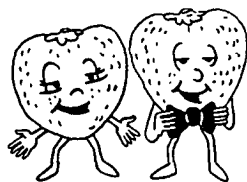
With your teen, make a fruit salad with at least three different kinds of fruit.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Cut up fresh fruit
and serve it with
dinner tonight.



Teens Coupon

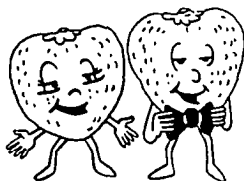
Cut up fresh fruit and serve it
with dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Cut up fresh fruit
and serve it with
dinner tonight.



Teens Coupon

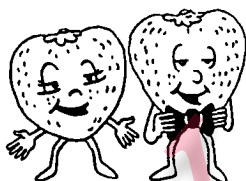
Cut up fresh fruit and serve it
with dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Cut up fresh fruit
and serve it with
dinner tonight.



Teens Coupon

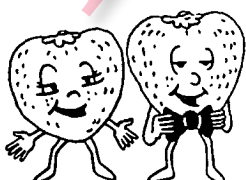
Cut up fresh fruit and serve it
with dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Cut up fresh fruit
and serve it with
dinner tonight.



Teens Coupon

Cut up fresh fruit and serve it
with dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Have breakfast with your teen and eat at least 3 different food items.



Make It 3!



Teens Coupon

Have breakfast with your teen and eat at least 3 different food items.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Have breakfast with your teen and eat at least 3 different food items.



Make It 3!



Teens Coupon

Have breakfast with your teen and eat at least 3 different food items.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Have breakfast with your teen and eat at least 3 different food items.



Make It 3!



Teens Coupon

Have breakfast with your teen and eat at least 3 different food items.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Have breakfast with your teen and eat at least 3 different food items.



Make It 3!



Teens Coupon

Have breakfast with your teen and eat at least 3 different food items.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Take a walk or exercise
with your teen.



Teens Coupon

Take a walk or exercise
with your teen.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Take a walk or exercise
with your teen.



Teens Coupon

Take a walk or exercise
with your teen.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Take a walk or exercise
with your teen.



Teens Coupon

Take a walk or exercise
after dinner with your teen.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Take a walk or exercise
with your teen.



Teens Coupon

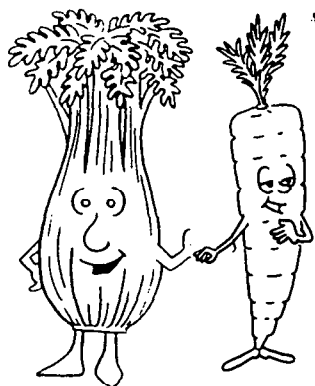
Take a walk or exercise
with your teen.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Serve raw vegetables with dip as a snack.



Teens Coupon

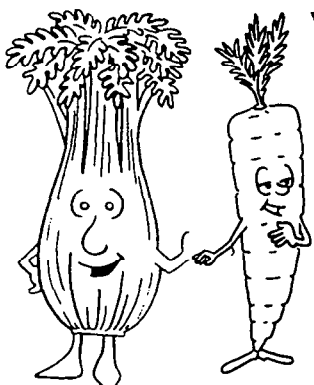
Serve raw vegetables with dip as a snack.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Serve raw vegetables with dip as a snack.



Teens Coupon

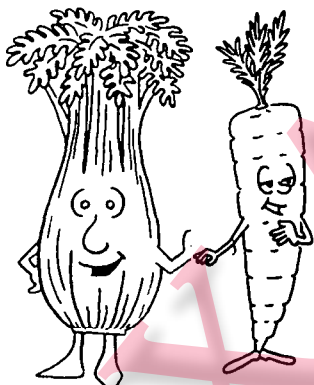
Serve raw vegetables with dip as a snack.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Serve raw vegetables with dip as a snack.



Teens Coupon

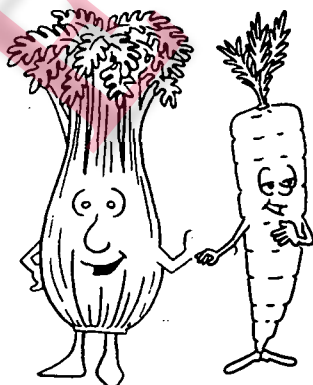
Serve raw vegetables with dip as a snack.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Serve raw vegetables with dip as a snack.



Teens Coupon

Serve raw vegetables with dip as a snack.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Buy baby carrots at
the store.



Teens Coupon

Buy baby carrots at the store.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy baby carrots at
the store.



Teens Coupon

Buy baby carrots at the store.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy baby carrots at
the store.



Teens Coupon

Buy baby carrots at the store.

Student Signature

Parent/Guardian Signature

**PLEASE!
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THIS COUPON.**

Buy baby carrots at
the store.



Teens Coupon

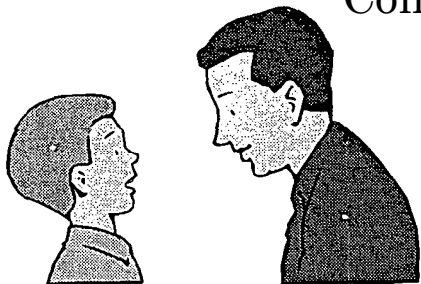
Buy baby carrots at the store.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Compliment your
child today.



Teens Coupon

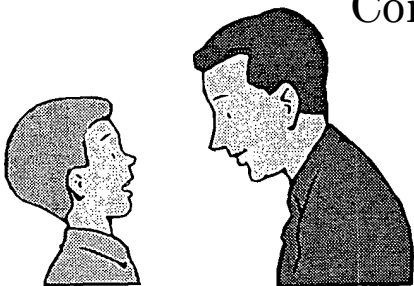
Compliment your child today.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Compliment your
child today.



Teens Coupon

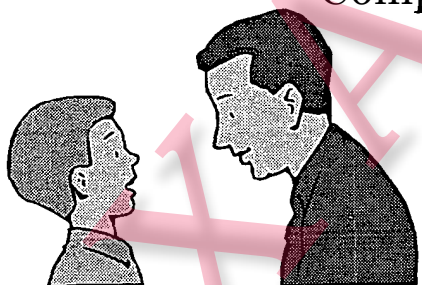
Compliment your child today.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Compliment your
child today.



Teens Coupon

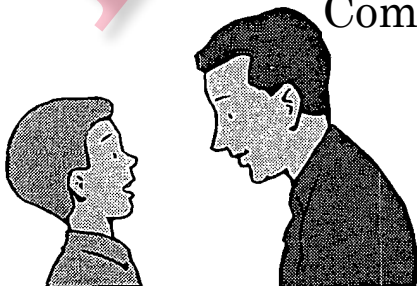
Compliment your child today.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Compliment your
child today.



Teens Coupon

Compliment your child today.

Student Signature

Parent/Guardian Signature

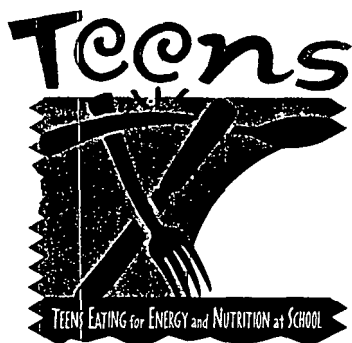
**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Parent's name (please print)
Address
Phone
Name of School
FOR OFFICE USE ONLY:
Date: _____
School: _____
Teacher: _____
Period: _____
Date received: _____
Date entered: _____
Parent Pack #1

Parent's name (please print)
Address
Phone
Name of School
FOR OFFICE USE ONLY:
Date: _____
School: _____
Teacher: _____
Period: _____
Date received: _____
Date entered: _____
Parent Pack #1

Parent's name (please print)
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Phone
Name of School
FOR OFFICE USE ONLY:
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Parent Pack #1

Parent's name (please print)
Address
Phone
Name of School
FOR OFFICE USE ONLY:
Date: _____
School: _____
Teacher: _____
Period: _____
Date received: _____
Date entered: _____
Parent Pack #1



Division of Epidemiology • School of Public Health • University of Minnesota
 1300 South Second Street, Suite 300 • Minneapolis, Minnesota 55454
 (612) 624-1818 • FAX (612) 624-0315

Dear Parents and Guardians,

This is the second of three TEENS PARENT PACKS that will be sent to your home over the next five weeks. These Parent Packs are part of the TEENS nutrition program (Teens **E**ating for **E**nergy and **N**utrition at **S**chool) which is being taught in your child's school. TEENS has been developed by the University of Minnesota, School of Public Health with funding from the National Cancer Institute.

The goals of the TEENS program are to increase the amount of fruits and vegetables and lower the amount of fat that your child eats. Research has shown that people who eat a diet with plenty of fruits and vegetables and one that is low in fat, have a lower risk of getting some kinds of cancer.

Affecting a teenager's eating habits is definitely a challenge! That's why we've created the Parent Packs! Your child will learn how to make healthy decisions about foods and beverages at school and you can reinforce these decisions at home.

In the classroom, your teen has been exploring his/her own barriers to healthy eating and how to overcome them. They have also been looking at how the media tries to influence teens' eating habits.

Included in your Parent Packs are:

Parent Pack Pointers Recipe/Tip Sheets — You'll find two sheets with recipes and tips to help you and your family make healthier choices when it comes to food. By the end of the program, you'll have a recipe book that will help you make good decisions and delicious, healthy foods.

TEENS Coupon Book — You will receive one coupon book in each Parent Pack. Each coupon book has ten coupons.

- Each coupon gives a specific activity you can do alone or with your teen to eat healthier foods.
- Simply look through the coupons, choose an activity on one of them (such as making a salad for dinner), complete the activity and then fill out the back of the coupon.
- Return the completed coupons to school. At the end of the program, one coupon will be drawn for a family prize.
- You may have already incorporated some of the coupon activities into your eating habits. If this is true, go ahead and give yourself credit by filling out the coupons. Otherwise, do as many activities on the coupons as you can, fill out the coupons and try adding the new ideas into your regular food preparation.



Parent Pack Pointers

Meal Planning

The times they are a changin' – especially with how families do meals. There has been dramatic shift in family meals in the past 30 years, with less time to plan and prepare meals, family schedules that just keep getting busier and busier, the availability of convenience foods in grocery stores and the huge increase in carry-out and fast food restaurants. The Food Marketing Institute found that 42% of meals eaten at home are prepared elsewhere!

While the availability of convenience foods has lightened our loads after busy workdays, it may also be affecting the health of our families. How many nights is dinner a pizza and soft drinks or burgers and fries? Convenience foods may be higher in fat than what you would prepare at home and there is also a danger that with convenience foods we may get less variety in our diets.

Here are some tips on how to “round out” your family’s favorite fast foods with a lot of extra nutrition without adding a lot of time.

- Purchase fast foods to eat in combination with foods at home. Use foods that you buy at a fast food chain (burgers, fries, chicken nuggets) as just PART of your dinner meal. Take them home rather than eating in the restaurant and add a glass of milk, some fruit or canned vegetables to make a meal. Since you’ll have other food to eat with your burgers, choose a smaller, plain burger (about 9 grams of fat) instead of the deluxe cheese and bacon burger (about 31 grams of fat)!
- Round out your pizza night with one fruit or veggie and a glass of fat-free milk. Teens love pizza and often make it their whole meal! But, just pizza can mean a very high-fat dinner. Have bagged salads of cut up fresh vegetables to put out when you bring home pizza. Also, serve 100% fruit juice or milk instead of soft drinks. If there is more to eat than just pizza, the whole family will eat less pizza and get more variety in their meal.
- Keep some lower-fat TV dinners on hand for a quick meal when there's no time to cook or purchase foods. Look for brands lower in fat. To round out the meal, consider serving it with a glass of 100% fruit juice and a piece of fruit. You might also wish to add a bread serving.
- Before you sit down for a meal, ask yourself the following questions:
 - Is 100% fruit juice or low-fat milk offered as the beverage?
 - Is there at least one fruit or vegetable on the table?
 - Is there something from the grain group offered (bread, rice, noodles)?
 - Is there some protein source offered (beans, eggs, lean meats, chicken, turkey, tofu, peanut butter, low-fat cheese or milk)?
- Even if it is carry-out food, pizza, or quick sandwiches, set the table, turn off the television, take the phone off the hook, and eat the meal together as a family. What is most important about dinner time is connecting as a family. Teens can help set the table and clean up. Adults can keep the dinner atmosphere positive by not using dinner time to ask why chores weren't done, or to complain about the teen's new friends. Teens and adults should look forward to meal time together.

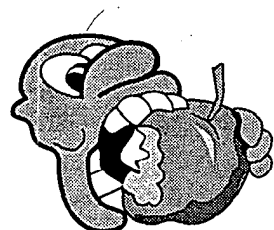
TAKING STOCK

You have probably heard that children, teens and adults should get at least 5 servings of fruits and vegetables every day to be healthy. Fruits and vegetables are loaded with cancer-preventing nutrients and also contain dietary fiber which can help prevent some kinds of cancer. (Did you know that about one-third of all cancers could be prevented if we ate a healthier diet, low in fat and high in fruit, vegetables and fiber?)

Here is a chance to take stock of your 5-a-day. For the next two days, use this grid to count how many servings of fruits and vegetables you eat. When you are done, answer the questions below.

Here are a few ground rules:

1. Don't count french fries or potato chips as vegetables.
2. Only count 100% fruit juice as a fruit serving (Fruit drinks with less than 30% of fruit juice don't count.)
3. Don't count fruit in fruit pies.
4. Do count canned, frozen, dried or fresh fruits and veggies.
5. Look at the back of the Food Guide Pyramid to determine what a serving size is.



Meals/Snacks	Day 1 Number of Servings	Day 2 Number of Servings	Average Number of Servings
Breakfast			
Fruits	_____	_____	_____
Fruit juices	_____	_____	_____
Lunch			
Fruits	_____	_____	_____
Fruit juices	_____	_____	_____
Vegetables	_____	_____	_____
Dinner			
Fruits	_____	_____	_____
Fruit juices	_____	_____	_____
Vegetables	_____	_____	_____
Snacks			
Fruits	_____	_____	_____
Fruit juices	_____	_____	_____
Vegetables	_____	_____	_____
Total for the day			
Fruits	_____	_____	_____
Fruit juices	_____	_____	_____
Vegetables	_____	_____	_____



1. Did you get your 5-a-day both days? _____ Only one day? _____ No days??? _____
2. Is there a meal where you could add a serving of fruit or vegetable? _____
What meal or snack time?

Set a goal for the next two days to increase your servings of fruits and vegetables:

I will increase the number of a serving of fruits and vegetables I eat in the next two days from my current intake of _____ to _____
(Use the average of your two days) (Your new goal)

I will add one fruit or vegetable at the following meal or snack times:
_____ and _____

Give it a try! You will be setting a great example for rest of your family.



Surveying the Local Scene

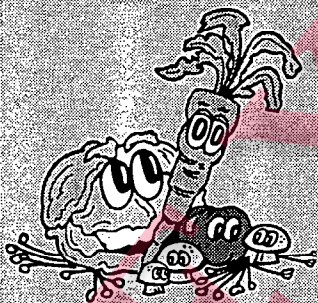
To find out how many fruits and vegetables teens are eating the TEENS project surveyed approximately 3800 seventh graders in the Twin Cities metro area last year. Your child's school was included in this survey.

The average number of servings of fruits (including 100% fruit juice) that students reported eating per day was half the amount: they need to be healthy. One fourth of the students reported that they eat less than one fruit in a day. Less than half of the students reported eating two or more servings of fruit per day.

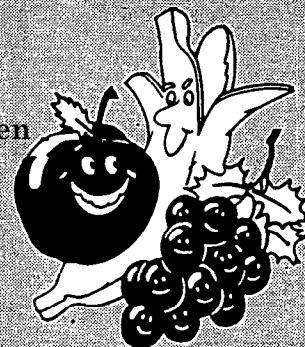
The seventh graders said they ate an average of two servings of vegetables per day which did not include french fries or other fried potatoes. However, 40% **reported eating less than one vegetable serving per day**, and less than one third reported eating two or more servings of vegetables in a day.

We combined the fruit and vegetables servings to find out how many students are getting their "five-a-day". Only one-third of the seventh graders we surveyed said that they eat five or more servings of fruits and vegetables everyday!

So What..?



Because teens are growing so much, their fruit and vegetable intake should be between 5 and 9 servings per day - so our teens are **really coming up short!** In addition to Missing important nutrients, teens are also **developing food habits that may last a lifetime.** These habits put them at risk for some kinds of cancer and heart disease.



Grape-adillas

Ingredients:

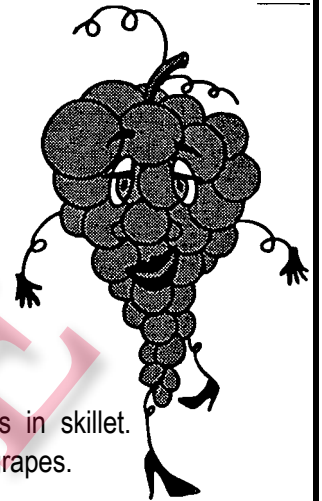
- 4 flour tortillas, 1-inches in diameter
- 3/4 cup sliced cooked turkey, cut into strips
- 3/4 cup shredded low-fat Cheddar cheese
- 3/4 cup California seedless grapes, sliced in half
- 1/2 cup salsa
- Cooking Spry

Directions:

1. Spray a large skillet with cooking spray. Heat pan over medium heat. Place two tortillas in skillet.
2. Top each tortilla with 3 tablespoons turkey, 3 tablespoons cheese, and 3 tablespoons grapes.
3. Cook 2 minutes, remove from heat and fold in half. Set aside.
4. Repeat steps 2 and 3 for remaining tortillas.
5. Top each tortilla with 2 tablespoons of salsa. Serve warm!

Serves 4
Calories per serving: 272
Fat grams per serving: 6 grams

<http://www.familyfoodzone.com/cooking>



Pudding Shake Up



Ingredients:

- 2 cups fat-free or 1% milk
- 2 Tablespoons instant pudding mix
- 3-4 ice cubes

Directions:

1. Measure 2 cups milk.
2. Pour milk, pudding mix and ice cubes into a container with a lid.
3. Close container, making sure that it is closed tightly.
4. Shake it up for 30 seconds. Loosen top and "burp" the container to let out extra air. Tighten again, and shake for 30 more seconds.
5. Pour into glasses and enjoy.

Serves 4
Calories per serving: 119
Fat grams per serving: 3 grams



Source: Family Food Zone: Kids recipes for healthy eating
<http://www.familyfoodzone.com/cooking>

ASK EATIE!

When it comes to questions about teens and food, just ask Eatie!

Dear Eatie,

I try to plan meals ahead as much as I can. There are often times when my eighth grader has soccer practice or band practice and ends up fending for himself — this usually means pizza and pop. Okay, so I'm not proud of it, but at least it's something. Isn't that better than a bag of chips or a few doughnuts?

A Little Credit, Please

Dear Credit,

Well, yes, it's probably a little better than chips and doughnuts. Here are a few suggestions. First of all, try freezing some teen-sized portions of your meals so it would be easy for your son to take something out of the freezer and microwave it quickly. Smaller portions will defrost and cook faster than a large container of food. Also, talk to your son about the idea of **"Make It Three,"** meaning having three different things to eat for a meal. For example, he could have pizza, 100% fruit juice instead of pop, and something else such as a salad. Research is showing that teens are not getting a variety of foods in addition to not eating enough fruits and vegetables and milk. If you freeze a single size portion of meatloaf remind him to "make it three" by adding milk or juice and some carrots or canned or fresh fruit,. By the way, **Make It Three** is a good thing for you to remember when you're planning meals too!

Signed,
EATIE



Buttermilk Chocolate Cake

Ingredients:

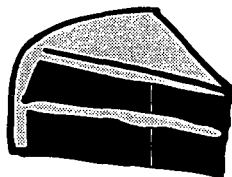
1 cup sugar
1/4 cup stick margarine
1/2 teaspoon vanilla extract
2 large egg whites
1 large egg
1 1/2 cups sifted flour
1/3 cup unsweetened cocoa
1 1/2 teaspoon baking powder
1/4 cup salt
1/2 cup low-fat buttermilk
1/3 cup water
1/4 teaspoon baking soda
Cooking Spray

Chocolate Glaze Frosting

1 cup sifted powdered sugar
3 tablespoons unsweetened cocoa
2 tablespoons low-fat milk
1/2 teaspoon stick margarine, melted

Directions for Glaze:

Combine all ingredients in a small bowl; stir well with a whisk



Directions:

1. Preheat oven to 350 degrees.
2. Beat sugar, butter, and vanilla in a large bowl at medium speed of a mixer until well-blended (about 5 minutes).
3. Add egg whites and egg, one at a time, beating well after each addition.
4. Lightly spoon flour into dry measuring cup; level with a knife. Combine flour, cocoa, baking powder, and salt in a small bowl, stirring well with a whisk.
5. Combine buttermilk, water, and baking soda. Add flour mixture to sugar mixture alternately with buttermilk mixture, beginning and ending with flour mixture.
6. Pour into a 9 inch round cake pan coated with cooking spray.
7. Bake at 350 degrees for 35 minutes or until a wooden pick inserted in center comes out clean. Cool in pan 10 minutes; remove from pan. Cool completely on a wire rack.
8. Spread glaze over cake on a wire rack.

Serves 9

Calories per serving: 295

Fat grams per serving: 7 grams

Source: *Cooking Light*, April 1999.

Pasta Salad

Ingredients:

16 ounces of dried pasta, cooked according to package directions (pasta can be any shape. If you use long pasta such as spaghetti or vermicelli, break the pasta into shorter pieces before cooking).
1 fresh bell pepper (green, red, or orange)
1/2 cup of red onion, chopped
1 cup of cherry tomatoes, halved
1 small zucchini or yellow squash, chopped
1 cup of cubed mozzarella cheese
1 8 -ounce light Italian dressing
Seasonings to taste (try dill weed or parsley)

Directions:

1. Cook pasta according to package directions. Drain, cool and place in a large bowl.
2. Add the chopped vegetables and cheese to the pasta.
3. Add the salad dressing and mix well.
4. Cover and refrigerate until time to serve.



Serves 8-12

Cover Calories per serving: 232

Fat grams per serving: 7

Serves 8-12

Source: *TEENS Family Recipes*

Teens Coupon Book 2



Start making small, easy changes in the way your family eats!!

Each coupon gives an activity for an adult and/or teen to do. Complete the activity, sign the coupon, have your teen sign the coupon, and bring it to school. You'll be getting THREE coupon packs while your teen is in the TEENS program at school.

Complete as many coupons as you can. At the end of the program, one coupon will be drawn for a family prize.

Teens Coupon Book 2



Start making small, easy changes in the way your family eats!!

Each coupon gives an activity for an adult and/or teen to do. Complete the activity, sign the coupon, have your teen sign the coupon, and bring it to school. You'll be getting THREE coupon packs while your teen is in the TEENS program at school.

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Teens Coupon Book 2



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Teens Coupon Book 2

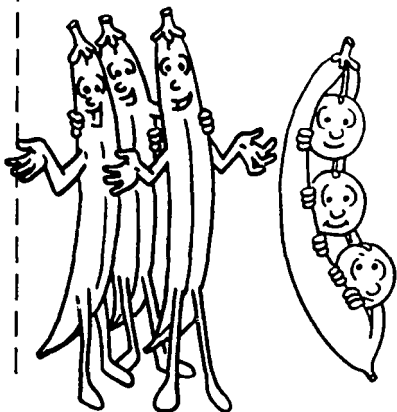


Start making small, easy changes in the way your family eats!!

Each coupon gives an activity for an adult and/or teen to do. Complete the activity, sign the coupon, have your teen sign the coupon, and bring it to school. You'll be getting THREE coupon packs while your teen is in the TEENS program at school.

Complete as many coupons as you can. At the end of the program, one coupon will be drawn for a family prize.

Serve an extra fruit
or vegetable with
dinner tonight.



Teens Coupon

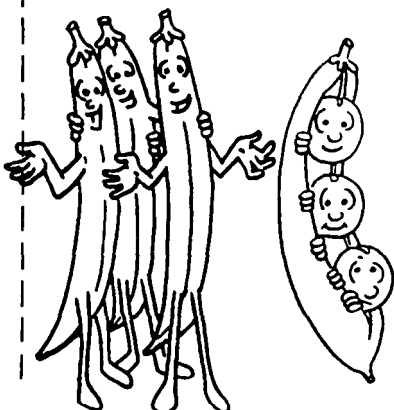
Serve an extra fruit or vegetable
with dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Serve an extra fruit
or vegetable with
dinner tonight.



Teens Coupon

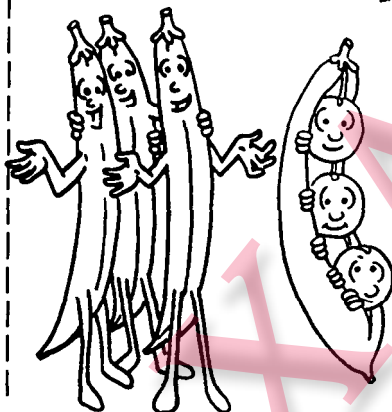
Serve an extra fruit or vegetable
with dinner tonight.

Student Signature

Parent/Guardian Signature

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COMPLETE
THE BACK OF
THIS COUPON.**

Serve an extra fruit
or vegetable with
dinner tonight.



Teens Coupon

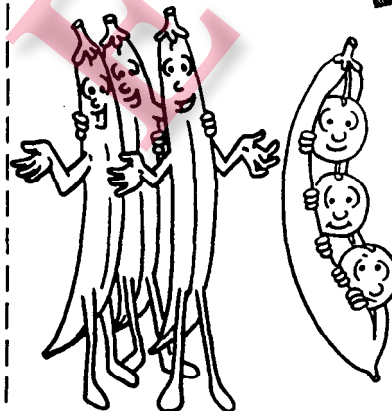
Serve an extra fruit or vegetable
with dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Serve an extra fruit
or vegetable with
dinner tonight.



Teens Coupon

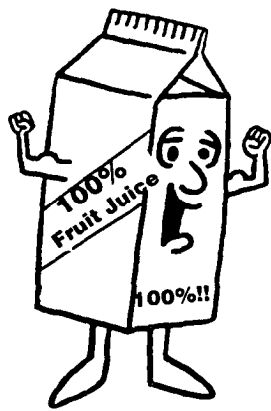
Serve an extra fruit or vegetable
with dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy 100% fruit juice
instead of pop.



Teens Coupon

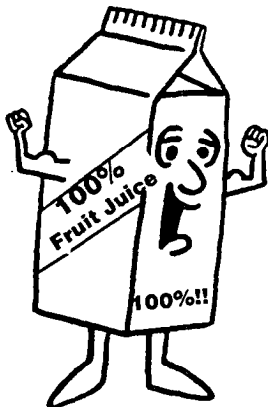
Buy 100% fruit juice instead of pop.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Buy 100% fruit juice
instead of pop.



Teens Coupon

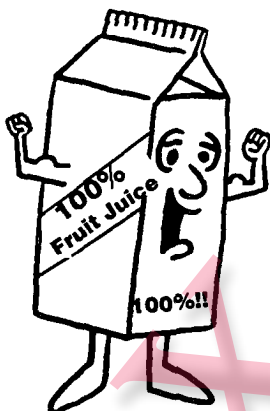
Buy 100% fruit juice instead of pop.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Buy 100% fruit juice
instead of pop.



Teens Coupon

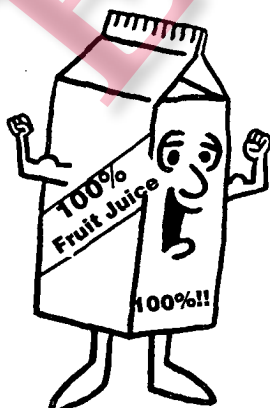
Buy 100% fruit juice instead of pop.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Buy 100% fruit juice
instead of pop.



Teens Coupon

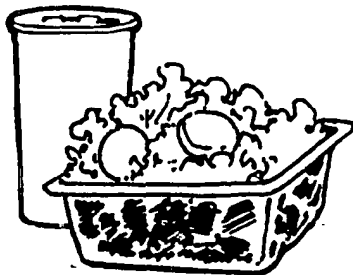
Buy 100% fruit juice instead of pop.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Make a salad with
low-fat dressing for
dinner tonight.



Teens Coupon

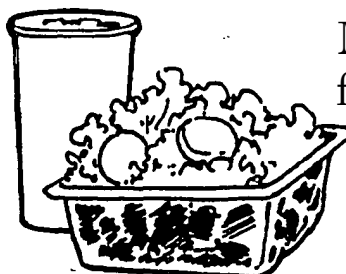
Make a salad with low-fat dressing
for dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Make a salad with
low-fat dressing for
dinner tonight.



Teens Coupon

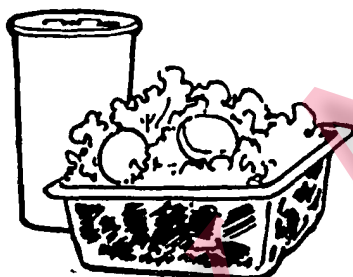
Make a salad with low-fat dressing
for dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Make a salad with
low-fat dressing for
dinner tonight.



Teens Coupon

Make a salad with low-fat dressing
for dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Make a salad with
low-fat dressing for
dinner tonight.



Teens Coupon

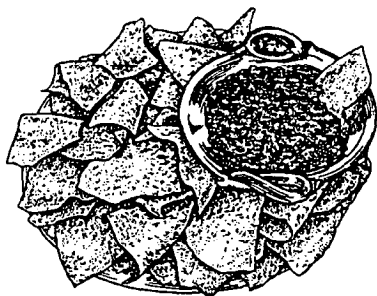
Make a salad with low-fat dressing
for dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy baked chips and
salsa at the store.



Teens Coupon

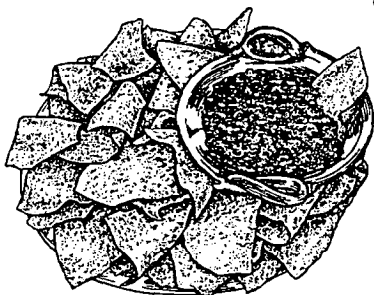
Buy baked chips and salsa at
the store

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Buy baked chips and
salsa at the store.



Teens Coupon

Buy baked chips and salsa at
the store

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Buy baked chips and
salsa at the store.



Teens Coupon

Buy baked chips and salsa at
the store.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Buy baked chips and
salsa at the store.



Teens Coupon

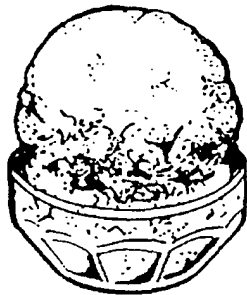
Buy baked chips and salsa at
the store.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Serve frozen yogurt,
topped with fruit for
dessert tonight.



Teens Coupon

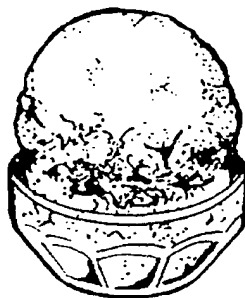
Serve frozen yogurt, topped with
fruit for dessert tonight.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Serve frozen yogurt,
topped with fruit for
dessert tonight.



Teens Coupon

Serve frozen yogurt, topped with
fruit for dessert tonight.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Serve frozen yogurt,
topped with fruit for
dessert tonight.



Teens Coupon

Serve frozen yogurt, topped with
fruit for dessert tonight.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Serve frozen yogurt,
topped with fruit for
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Teens Coupon

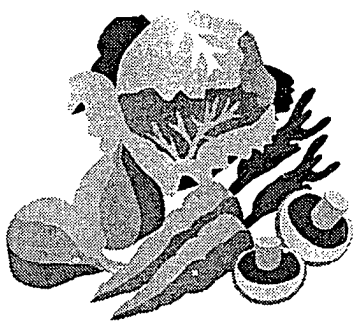
Serve frozen yogurt, topped with
fruit for dessert tonight.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Buy cut-up, fresh
vegetables at the store.



Teens Coupon

Buy cut-up, fresh vegetables at
the store.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy cut-up, fresh
vegetables at the store.



Teens Coupon

Buy cut-up, fresh vegetables at
the store.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy cut-up, fresh
vegetables at the store.



Teens Coupon

Buy cut-up, fresh vegetables at
the store.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Buy cut-up, fresh
vegetables at the store.



Teens Coupon

Buy cut-up, fresh vegetables at
the store.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Have the whole family
together for dinner tonight
and serve foods from at
least 4 food groups.



Teens Coupon

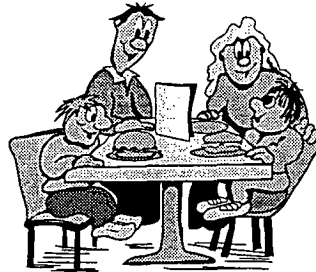
Have the whole family together for
dinner tonight and serve foods from
at least 4 food groups.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Have the whole family
together for dinner tonight
and serve foods from at
least 4 food groups.



Teens Coupon

Have the whole family together for
dinner tonight and serve foods from
at least 4 food groups.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Have the whole family
together for dinner tonight
and serve foods from at
least 4 food groups.



Teens Coupon

Have the whole family together for
dinner tonight and serve foods from
at least 4 food groups.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Have the whole family
together for dinner tonight
and serve foods from at
least 4 food groups.



Teens Coupon

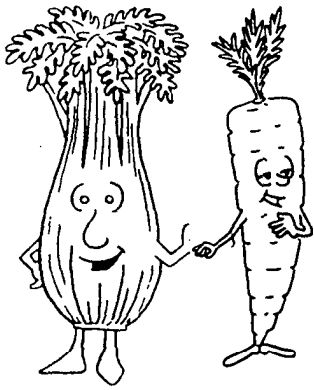
Have the whole family together for
dinner tonight and serve foods from
at least 4 food groups.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Put out raw vegetables
with dinner tonight.



Teens Coupon

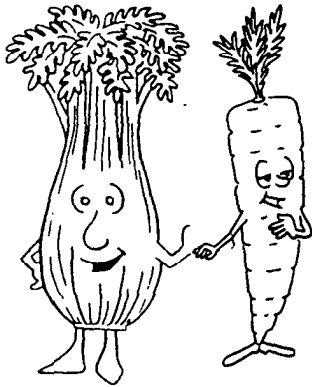
Put out raw vegetables with
dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Put out raw vegetables
with dinner tonight.



Teens Coupon

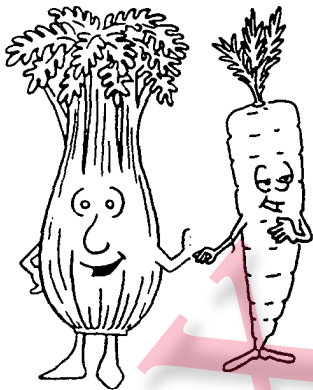
Put out raw vegetables with
dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Put out raw vegetables
with dinner tonight.



Teens Coupon

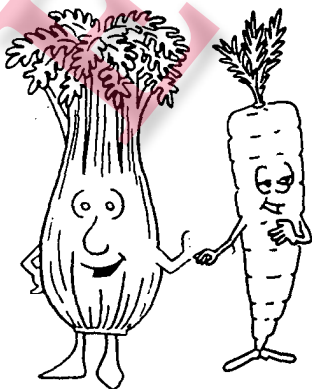
Put out raw vegetables with
dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Put out raw vegetables
with dinner tonight.



Teens Coupon

Put out raw vegetables with
dinner tonight.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Go for a walk or exercise
with your teen.



Teens Coupon

Go for a walk or exercise
with your teen.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Go for a walk or exercise
with your teen.



Teens Coupon

Go for a walk or exercise
with your teen.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Go for a walk or exercise
with your teen.



Teens Coupon

Go for a walk or exercise
with your teen.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Go for a walk or exercise
with your teen.



Teens Coupon

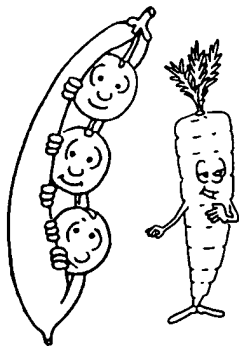
Go for a walk or exercise
with your teen.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

With your teen, prepare two different vegetables for dinner.



Teens Coupon

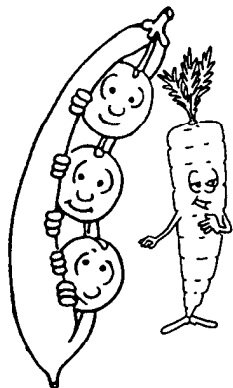
With your teen, prepare two different vegetables for dinner.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

With your teen, prepare two different vegetables for dinner.



Teens Coupon

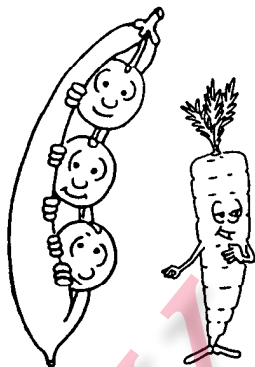
With your teen, prepare two different vegetables for dinner.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

With your teen, prepare two different vegetables for dinner.



Teens Coupon

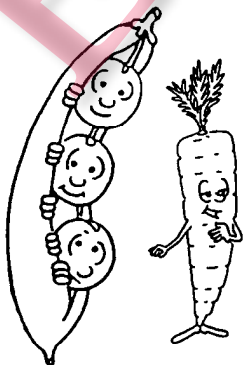
With your teen, prepare two different vegetables for dinner.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

With your teen, prepare two different vegetables for dinner.



Teens Coupon

With your teen, prepare two different vegetables for dinner.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**



Division of Epidemiology • School of Public Health • University of Minnesota
 1300 South Second Street, Suite 300 • Minneapolis, Minnesota 55454
 (612) 624-1818 • FAX (612) 624-0315.

Dear Parents and Guardians,

This is the third and final TEENS PARENT PACK that will be sent to your home. These Parent Packs are part of the TEENS nutrition program (**T**eens **E**ating for **E**nergy and **N**utrition at **S**chool) which is being taught in your child's school. TEENS has been developed by the University of Minnesota, School of Public Health with funding from the National Cancer Institute.

The goals of the TEENS program are to increase the amount of fruits and vegetables and lower the amount of fat that your child eats. Research has shown that people who eat a diet with plenty of fruits and vegetables and one that is low in fat, have a lower risk of getting some kinds of cancer.

Affecting a teenager's eating habits is definitely a challenge! That's why we've created the Parent Packs! Your child will learn how to make healthy decisions about foods and beverages at school and you can reinforce these decisions at home.

In the classroom, your teen has been exploring his/her own barriers to healthy eating and how to overcome them. They have also been looking at how the media tries to influence teens' eating habits.

Included in your Parent Packs are:

Parent Pack Pointers Recipe/Tip Sheets — You'll find two sheets with recipes and tips to help you and your family make healthier choices when it comes to food. By the end of the program, you'll have a recipe book that will help you make good decisions and delicious, healthy foods.

TEENS Coupon Book — You will receive one coupon book in each Parent Pack. Each coupon book has ten coupons.

- Each coupon gives a specific activity you can do alone or with your teen to eat healthier foods.
- Simply look through the coupons, choose an activity on one of them (such as making a salad for dinner), complete the activity and then fill out the back of the coupon.
- Return the completed coupons to school. At the end of the program, one coupon will be drawn for a family prize.
- You may have already incorporated some of the coupon activities into your eating habits. If this is true, go ahead and give yourself credit by filling out the coupons. Otherwise, do as many activities on the coupons as you can, fill out the coupons and try adding the new ideas into your regular food preparation.



Parent Pack Pointers Family Quiz

See how your family “scores” on this mealtime environment and activity quiz.

	Column 1 0-1/week	Column 2 2-3/week	Column 3 4-5/week	Column 4 6-7/week	SCORE
In the past week, how often did:					
1. At least one child and one adult in the family get some physical activity together? (Go for a walk, bike ride, play tennis, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. Your family eat dinner together?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. Mom and/or Dad “veg-out” in front of the television for more than one hour?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. The kids “veg-out” in front of the television for more than one hour?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5. Mom and/or Dad do computer work after dinner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6. The kids play computer games or play video games?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7. The family eat dinner with the television on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8. Someone in the family talk on the phone during dinner time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9. Your family argue about food during dinner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10. Your family argue during dinner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
TOTAL					<input type="text"/>

Okay - time to score the quiz. . .

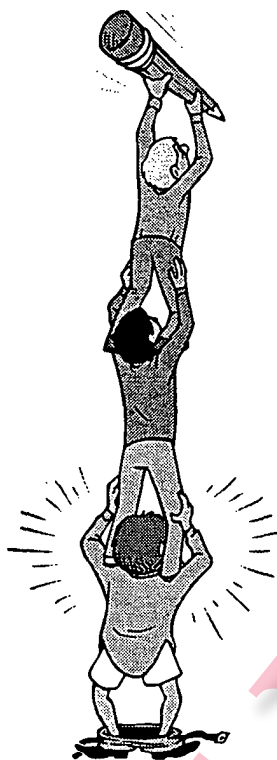
Scoring:

Questions 1 and 2:

- 1 point for checking column 1
- 2 points for checking column 2
- 3 points for checking column 3
- 4 points for checking column 4

Questions 3-10:

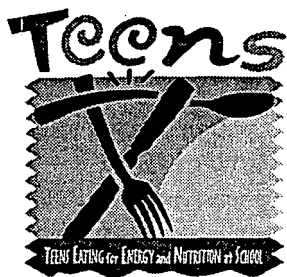
- 1 point for checking column 4
- 2 points for checking column 3
- 3 points for checking column 2
- 4 points for checking column 1



If you scored 30-40: Great Job!!! You have a family that is on the move and knows how to "do dinner". Physical activity will have lots of payoffs in terms of the family's health and energy level. Your dinner times of family times – time spent not just feeding each other but nurturing each other as well. Eating dinner together as a family will have paybacks in how connected and supported family members feel.

If you scored 20-29: Take a look and see if you had more trouble with physical activity or with family meal times. If it was the physical activity, schedule 2-3 days next week where the family will do something physically active together. Make time for exercising by watching less television or spending less time in front of the computers or video games. If it was meal time, make a family date for dinner. Find one or two nights next week when the family can sit down together for dinner. It can be take-out or pizza; the important thing is to get the family together. Turn off the television, table arguments to another time, and get to know each other again!

If you scored less than 20: It is time to take stock! You may feel like your activity time and family time are going, going, gone!! It happens easily, but it's not good for the family. Hold a family meeting and make a commitment to increase physical activity and family meal time. Start small – find to days this week to have dinner together and then go for a 15 minute walk after dinner. If the entire family won't participate, start with whoever will join you. Keep at it – it's well worth the effort!



Minding Your Peas and Food Cues

As part of the TEENS program your child is learning to recognize his/her food cues. Food cues are moods, environments, social situations or even times of day that cue us to eat — even if we're not hungry. For example, you might grab some chips to munch on while watching TV even if you're not hungry. Your teen might eat when he/she comes home from school, even if they're not very hungry, but they're just used to eating at that time. Most of us have some food cues and it's worth thinking about how we respond to them — it can make a big difference in what we eat in a day. Take a minute to think about what your food cues are and then look at the list below to find a response to the cue that wouldn't involve eating a lot of high-fat foods.

1. Find something else to do. If you want to keep your mouth busy chew sugarless gum. If you want to keep your hands busy, doodle, play with a pencil or do some needlework. If you're stressed, bored, tired or angry find a different way to cope by talking to someone, or doing something active like walking or biking.
2. Go ahead and eat, but eat something else. Cut down on how much high-fat munching carrots and dip, or eating an apple or some grapes, or low-fat snacks such as pretzels, rice cakes, or light microwave popcorn.
3. Eat the junk food, but don't eat a lot of it. Cut down on how much high-fat food you eat. Instead of grabbing the whole bag of chips, put some in a bowl. Scoop the ice cream into a bowl instead of eating it from the container, or better yet, try low-fat frozen yogurt instead of ice cream.

You might even have family food cues. For examples, when you watch a movie at home together, chips might be the automatic choice, or you might always stop and get fast food after soccer practice. Start paying attention to what CUES your family eating habits. Ask yourself, “Is there something else we can do besides eat” (play a game, look at family pictures, read, do homework) OR “Is there some healthier choice to eat?” (frozen yogurt instead of ice cream, fruit salad instead of cookies, carrots instead of chips).



Surveying the Local Scene

Last year the TEENS project surveyed approximately 3800 seventh graders in the Twin Cities metro area, **including students in your child's school**. Students were asked questions about how much physical activity they get. About 10% reported that they do not usually get any physical activity outside of school. **Only about half reported getting regular physical activity outside of school.**

On weekdays:

- students spend an average of **3 or more** hours watching television and playing video games.
- 30% of students spend **more than 4 hours** each day watching television and playing video games!

On weekends:

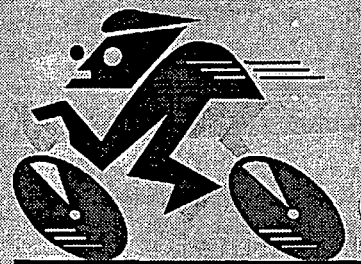
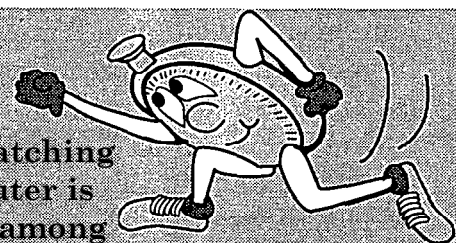
- 40% of the students spend four or more hours a day watching television or playing video games.
- 10% of students said they spend **7 or more hours a day** watching television or playing video games.

TV isn't just influencing the kids, but also influences parents. We interviewed 287 families with 7th or 8th graders and found that **in families where the TV was frequently on during dinner, the adults ate less fruits and vegetables and more fat in their diets than the adults in families that didn't watch TV during dinner.** And 30-40% of the families told us that the television is on during dinner more than 4 nights a week.

SO WHAT?????

Inactive or sedentary behavior, like watching Television or sitting in front of a computer is Thought to be a major cause of obesity among youth. Rates of obesity in youth have doubles in the past 30 years and nearly 5 million children and adolescents are considered obese!

Eating while watching television may cause us to not pay attention to what or how much we are eating. It is also hard for families to pay attention to each other when the television is on.



ASK EATIE!

When it comes to questions about teens and food, just ask Eatie!



Dear Eatie,

I know, I know, I know I'm supposed to exercise. I know all, the right reasons, I simply do not have the time. Not only do I not have the time, but whenever I try it, I don't enjoy it. My muscles ache, I don't like to sweat, and quite simply, I think I was just born to sit. Any advice?

*Signed,
Sits a Wonderful Life*

Dear Sits,

The first step in being physically active is just to get moving. Just do it! Get up and walk around for a break at work. Take the steps instead of the elevator. Get up to change the TV channels instead of using the remote. Before you go to work, at lunch time, or right after dinner, go for a 10-15 minute walk! Get your body used to moving before you do more vigorous activities. Just moving around will help your body use up calories that might otherwise turn to body fat. Once you start moving around more then you could think about easing into an exercise routine that starts out slowly, and only takes a few minutes of time each day The important thing is to get your body moving — you'll feel better, have more energy and you'll be setting a good example for the rest of your family!

*Signed,
EATIE*

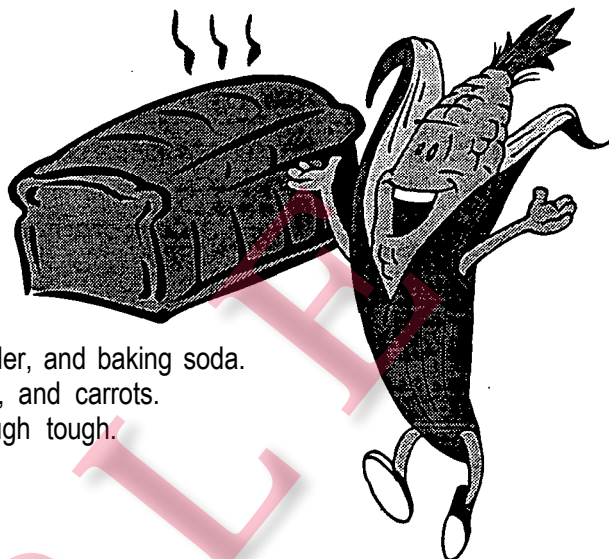
Corn Bread

Ingredients:

2 egg whites	3/4 cup whole wheat flour
1/4 cup plain low-fat yogurt	2 teaspoons baking powder
3/4 cup skim milk	1/2 teaspoon baking soda
3 tablespoons honey	3 tablespoons melted margarine
1 cup yellow cornmeal	2 cups shredded carrots
1/4 cup all-purpose flour	Cooking spray

Directions:

1. Beat together, egg whites, yogurt, milk, and honey.
2. In a separate bowl, mix together cornmeal, flours, baking powder, and baking soda.
3. Combine liquid ingredients, dry ingredients, melted margarine, and carrots.
4. Stir just enough to blend. Over-stirring will make bread dough tough.
5. Spread into a non-stick sprayed 8" x 8" pan.
6. Bake at 425° for 20 minutes. Serve hot.



Serves 16
Calories per serving: 100
Fat grams per serving: 2.5 grams

Source: *Cooking a la Heart*

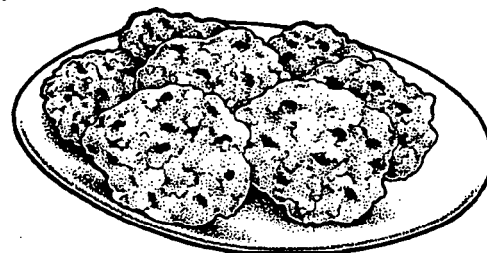
Good For You Chocolate Chip Cookies

Ingredients:

1-1/4 cups all-purpose flour	2/3 cup firmly-packed brown sugar
1-1/4 cups whole-wheat flour	1/4 cup applesauce
1 teaspoon baking soda	1 teaspoon vanilla extract
1/2 teaspoon salt	1 large egg
3/4 cup reduced-calorie stick margarine, softened	1 large egg white
2/3 cup sugar	1/2 cup reduced-fat semi-sweet chocolate chips
	Cooking spray

Directions:

1. Preheat oven to 350°.
2. Combine first 4 ingredients in a bowl; stir well. Set aside.
3. Combine margarine and sugars in a large bowl; beat at medium speed with a mixer until light and fluffy.
4. Add applesauce, vanilla, egg, and egg white. Beat well.
5. Add 'dry ingredients'; beat at low speed until well blended.
6. Stir in chips.
7. Drop dough by level teaspoons, 1 inch apart, onto baking sheets coated with cooking spray, Bake at 350° for 12 minutes or until almost set.
8. Remove from oven; let stand 2 to 3 minutes or until firm.
9. Remove cookies from pans; let cool on wire rack.



Makes 5 dozen cookies
Calories per cookie: 52
Fat grams per cookie: 2

Cauliflower Curry Sauce

Ingredients:

1 small cauliflower, cut into florets (about 3 cups)

Curry sauce:

1 cup chopped onions

1 teaspoon canola or other vegetable oil

1 teaspoon ground cumin

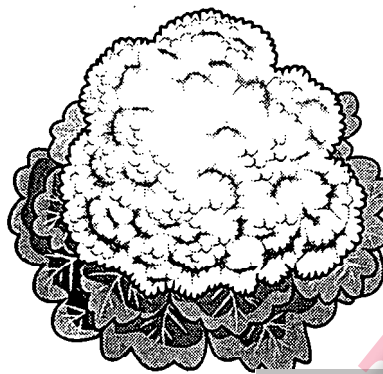
1/2 teaspoon ground coriander

1/2 teaspoon turmeric

pinch of cayenne pepper

1 cup nonfat yogurt

salt and pepper to taste.



SERVES 2-4

Calories per serving: 77

Fat grams per serving: 1.9 grams

Directions:

1. Steam the cauliflower for 15-20 minutes, or until tender.
2. While the cauliflower cooks, saute the onion in the oil in a small skillet until golden, drizzling in a little water if necessary to prevent sticking. Add the cumin, coriander, turmeric, and cayenne and cook, stirring often for another 2 minutes. Transfer to a blender or food processor, add the yogurt, and puree until smooth. Add salt and pepper to taste.
3. When the cauliflower is ready, remove it to a serving bowl, pour on the curried yogurt sauce, toss gently, and serve.

Source: *The Moosewood Restaurant, Low-fat Favorites*, 1996

Marinated Veggie salad

Ingredients:

2 cups raw broccoli florets

2 cups raw cauliflower florets

1/2 cup quartered raw onions (optional)

1 cup quartered radishes

8 cherry tomatoes

2 cups thinly sliced raw carrots

Other raw vegetables, as desired

1 bottle fat-free Italian salad dressing



Directions:

Place vegetables in large plastic bowl with a tight-fitting lid; pour dressing over top. Cover and invert several times. Let stand over night. Invert again.

Server 8

Calories per serving: 60

Fat grams per serving: 0 grams

Source: *The Cook's Book*

Teens Coupon Book 3



Start making small, easy changes in the way your family eats!!

Each coupon gives an activity for an adult and/or teen to do. Complete the activity, sign the coupon, have your teen sign the coupon, and bring it to school. You'll be getting THREE coupon packs while your teen is in the TEENS program at school.

Complete as many coupons as you can. At the end of the program, one coupon will be drawn for a family prize.

Teens Coupon Book 3



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Buy low-fat muffins
instead of doughnuts.



Teens Coupon

Buy low-fat muffins instead
of doughnuts.

Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
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THIS COUPON.

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Teens Coupon

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PLEASE!
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Choose a new low-fat or fat-free dressing and use it on a dinner salad.



Teens Coupon

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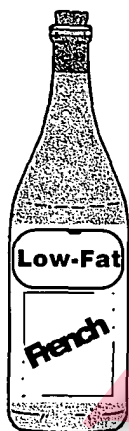
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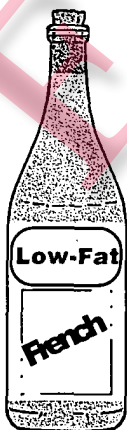
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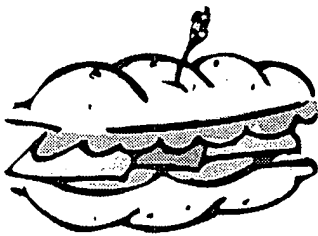
Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Go to a sandwich shop instead of a fast-food restaurant.

Teens Coupon

Go to a sandwich shop instead of a fast-food restaurant.



Student Signature

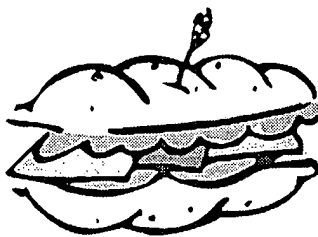
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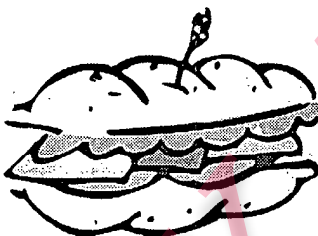
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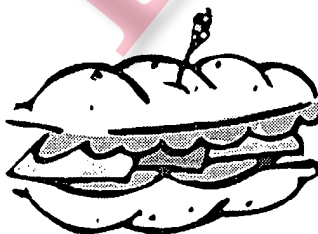
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Teens Coupon

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Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Plan the grocery list with your teen this week.



Teens Coupon

Plan the grocery list with your teen this week.

Student Signature

Parent/Guardian Signature

**PLEASE!
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Plan the grocery list with your teen this week.



Teens Coupon

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Student Signature

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Teens Coupon

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Teens Coupon

Plan the grocery list with your teen this week.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Make a fruit salad for dinner.



Teens Coupon

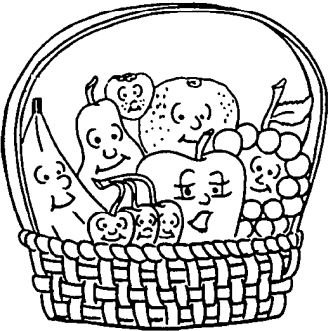
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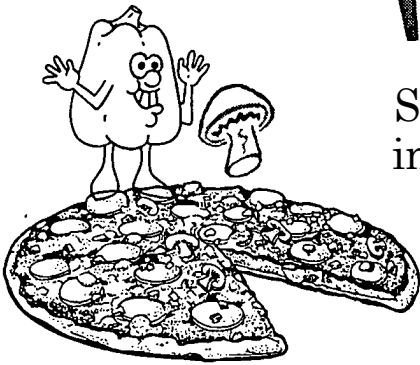
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Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Serve cheese or vegetable
pizza instead of one with
meat.



Teens Coupon

Serve cheese or vegetable pizza
instead of pizza with meat.

Student Signature

Parent/Guardian Signature

**PLEASE!
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THIS COUPON.**

Serve cheese or vegetable
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Teens Coupon

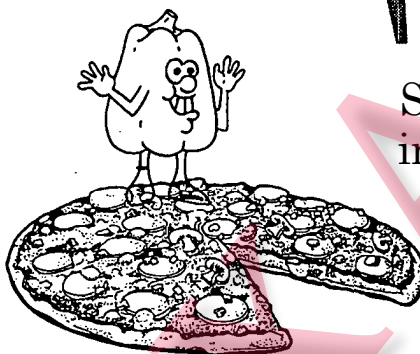
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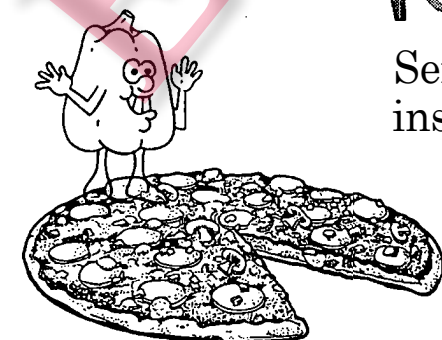
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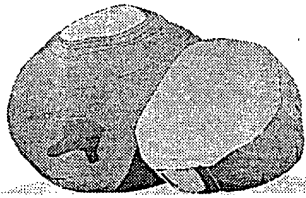
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Student Signature

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**PLEASE!
COMPLETE
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THIS COUPON.**

Buy a new kind of vegetable
at the store this week.



Jicama

Teens Coupon

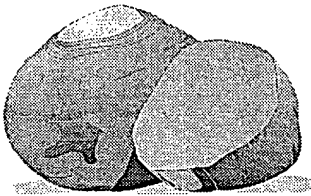
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Student Signature

Parent/Guardian Signature

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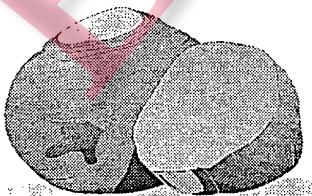
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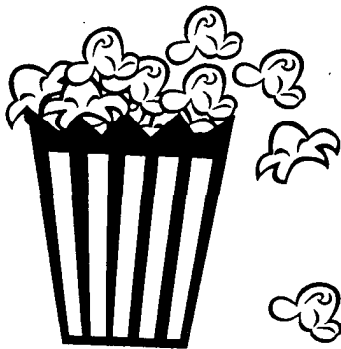
Buy a new kind of vegetable at the
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Student Signature

Parent/Guardian Signature

PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.

Make popcorn without
butter for a family snack.



Teens Coupon

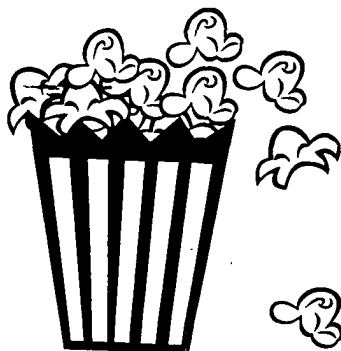
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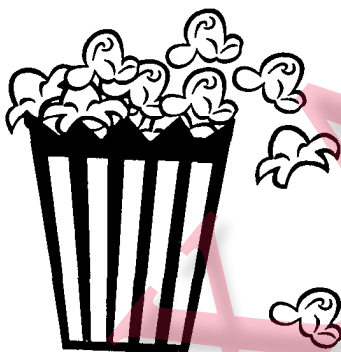
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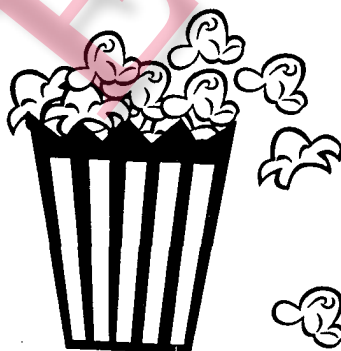
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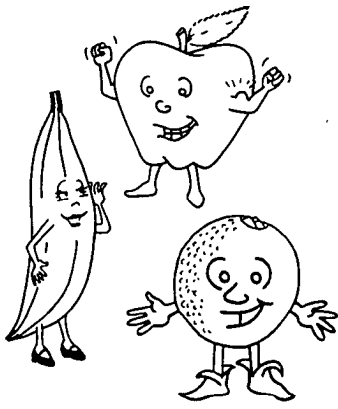
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**PLEASE!
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Buy fresh, frozen, or
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Teens Coupon

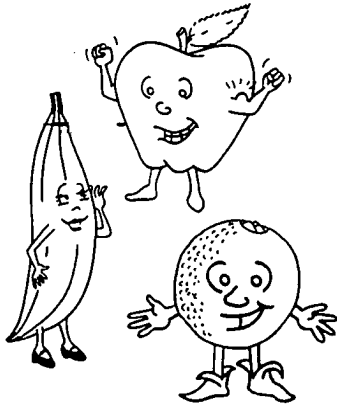
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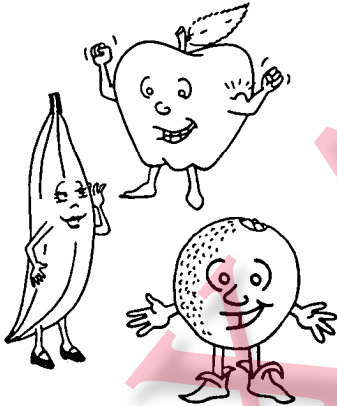
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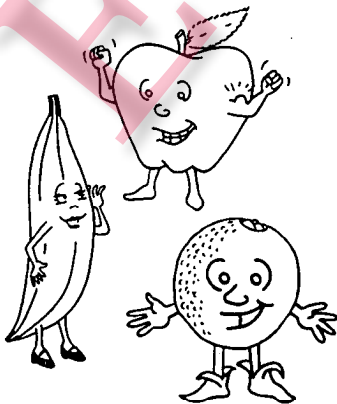
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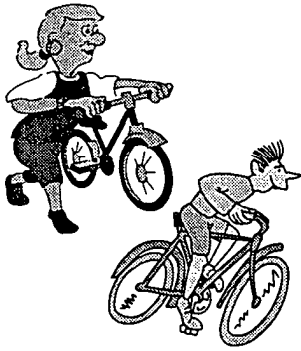
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PLEASE!
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Go for a walk or
exercise with your teen.



Teens Coupon

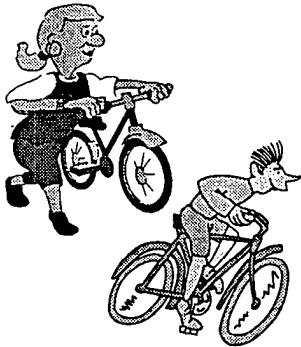
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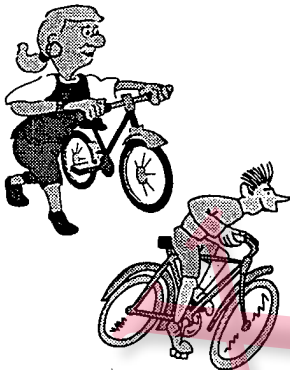
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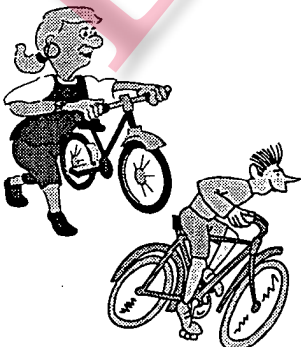
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Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**

Go for a walk or
exercise with your teen.



Teens Coupon

Go for a walk or exercise
with your teen.

Student Signature

Parent/Guardian Signature

**PLEASE!
COMPLETE
THE BACK OF
THIS COUPON.**



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