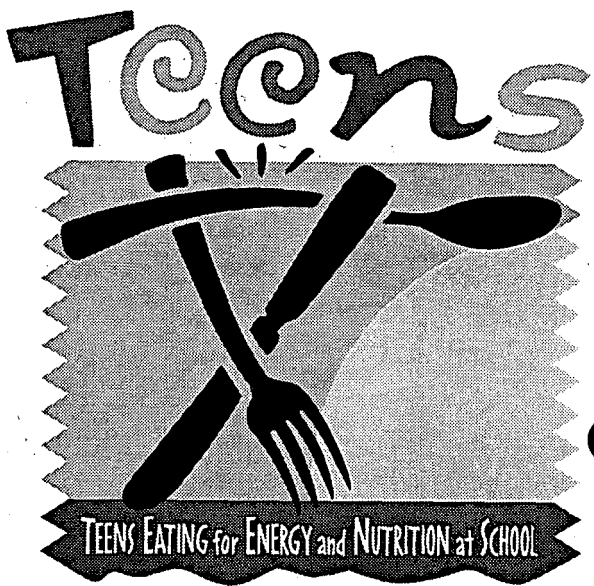
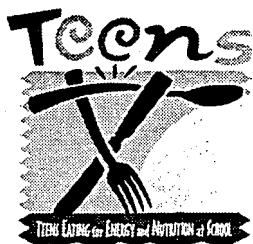


Teens



● Teacher's Manual Year One

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University of Minnesota
1998 **Teens**



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 breast, 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 was 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 included a classroom, a school policy, and a family component and was 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) provide 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 leaders are elected by their peers and trained by study staff to help in the delivery of the curriculum. Their influence is important to help make the messages more relevant to, teens and to provide role modeling by peers.

7. SESSION FIVE

- A. Explain that for Session Five there are two more stations. Because these stations are a bit longer than the others, the class will only go to two of them. In order to keep the small groups the same, each classroom will have two groups doing the same station.
- B. **Demonstrate Stations Five and Six, calling the students up to volunteer as if they are part, of a small group.**
- C. Divide the group into the same four small groups as they had for the stations in Session Four. Assign two groups to Station Five and two groups to Station Six.
- D. Give each group the materials for that station and tell them to go through the station again, taking turns being the leader and using the Peer Leader Guide to tell them what to do. Remind them that they can read directly from their Peer Leader Guide.
- E. Circulate among the groups to answer any questions.
- F. Remind students that the station they are leading is the one they will be leading in their class.

8. SESSION SIX

- A. Have the students get back into their original small groups if they were different from their station small groups. Tell the students to choose a new Peer Leader for the next activity.
- B. Explain that in Session Six they will be preparing snacks made with fruit. The recipes are in their Peer Leader Guides and their Student Notebooks.
- C. Have students **wash their hands.**
- D. Demonstrate how to prepare the three recipes.
- E. Tell the Peer Leaders to turn to **Peer Leader Sheet #3** in their Peer Leader Guides. They should use this sheet to delegate the tasks for the snack preparation. Remind them that it is important for all students to be involved in the food preparation.
- F. **Provide the food and supplies for each group.**
- G. Encourage all students to taste the snacks.
- H. **Have students clean up the area.**