

# Teens



## Teacher's Manual Year Two



# 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.



## 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.