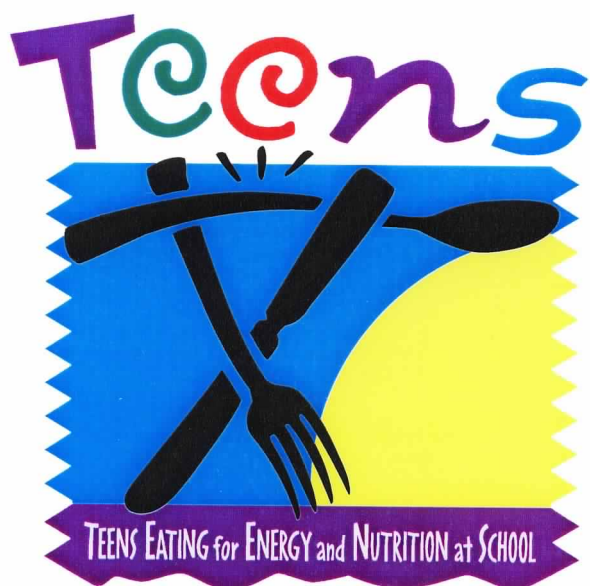
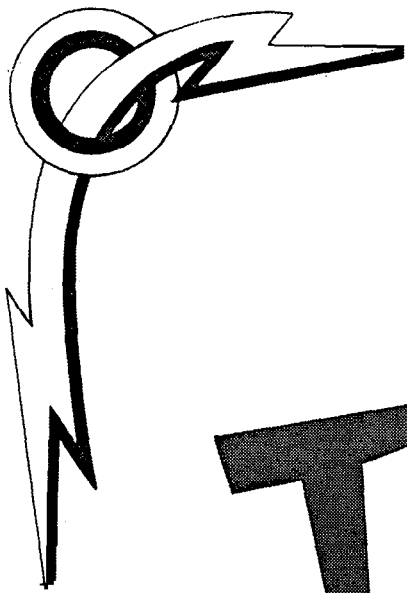


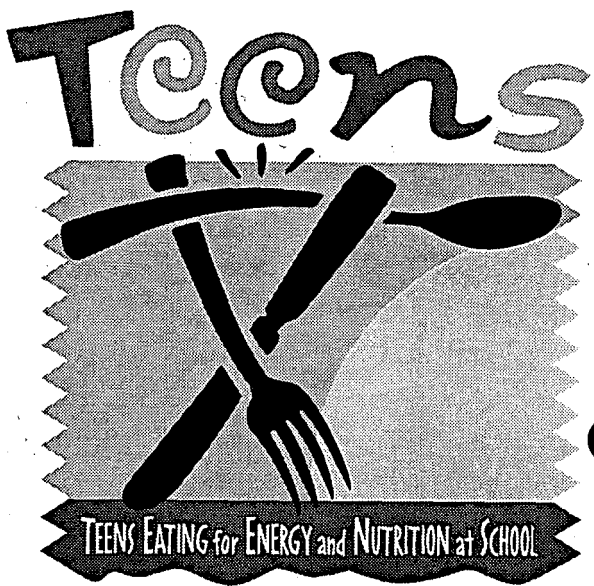
# Teens



**Teacher's Manual**  
**Year One**



# Teens



## ● Teacher's Manual Year One

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University of Minnesota  
1998 **Teens**

# TEENS

## UNIVERSITY OF MINNESOTA FACULTY AND STAFF

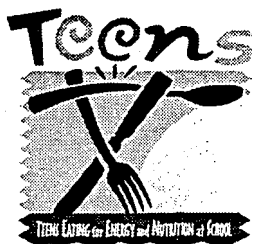
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## ACKNOWLEDGEMENTS

**Special thanks to Anthony Middle School and teachers, Jeanne Morford and Karen Scheib for piloting the TEENS materials.**

**Foods for Dudes audio tapes produced by Child's Play Theatre.**

Sandy Boren-Barret .....	Production Manager
Gretchen Katt .....	Sound Design
Rick Logan .....	Donny
Ahna Brandvik .....	Darlene



# 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.



## **B. Overview**

The TEENS seventh grade curriculum begins with a video project created by a seventh grader which consists of five interviews with teens about what they eat and why. After viewing the video, the students will analyze daily food records of the interviewed students and make recommendations for improvement in their diets. The students will then complete their own food records and assessments. These assessments will be used to help increase the teens' awareness of their eating patterns and to set goals to improve eating habits throughout the curriculum.

After viewing the video tape in Session One the remainder of the sessions will include an audio tape of a call-in show for teens about healthy eating called FOODS FOR DUDES. These humorous tapes provide facts and information about the session topics. Students will also sample and rate a low-fat snack during each session of the TEENS program.

Peer Leaders are chosen by the students in each classroom to assist in the delivery of some activities. In several sessions students will also participate in a series of peer led activity stations through which they will gain an understanding of the importance of label reading, understanding serving size, identifying low-fat snacks and pizzas, decreasing soft drink consumption, and selecting lower-fat fast food items. Students will also prepare fruit and vegetable snacks in the classroom and learn new ways to include healthy breakfasts in their day. The TEENS program emphasizes decision-making by introducing four options (choose, change, plan ahead, eat a little) to help students make healthier food choices.

As part of the TEENS curriculum the School Food Service will be increasing the low-fat foods and fruits and vegetables that will be offered. There will be some taste testing of fruits, vegetables and snacks in the lunch room and some new items offered in the snack line.

The family component of the TEENS curriculum consists of three Parent Packs which will 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. Families can win prizes by completing the coupons. Students will have a short assignment to complete with a parent or other adult which will encourage the reading of the Parent Packs.

## **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 peer led. Teachers may begin implementing the program after the Peer Leaders have been selected and trained.

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 are included at the end of each session including the transparencies, and radio show scripts.

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 requisition forms in the SNACKS and REQUISITIONS section of this manual. Suggested snack items for each session is also in this section of this manual.

Trained Peer Leaders lead several of the activities in the program. During Session One, each Peer Leader will be given a Group File to use each session with their small group. These Group Files contain all of the student handouts by session and a scorecard to record the completion of student assignments. Completed assignments will be placed in yellow student folders at the back of the Group File. All students will receive a folder and a Student Notebook; Peer Leaders will receive a Peer Leader Guide.

# 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.
4. 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.

(Standards exclusive to TEENS Curriculum: Year 2)

## **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**

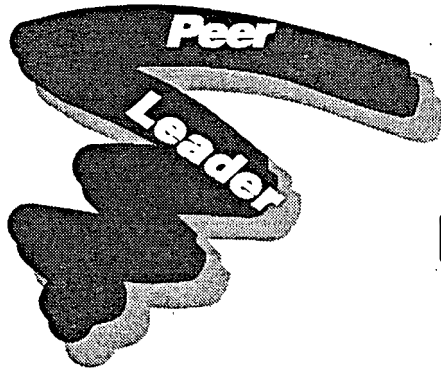
### **What students should do:**

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.



# Before the Program Begins

## Introduction

Peer Leaders are highly respected and admired students chosen by their classmates. Peer Leaders can be more credible sources for social information concerning food choices while teachers appear to be more effective with factual information.

Peer Leaders lead several activities throughout the program, including small group discussions, evaluating teen eating habits, conducting hands-on activities, food preparation, and decision making. Teachers introduce, monitor, and summarize peer-led activities. Experience with Peer Leaders has shown that they fulfill their duties capably and enhance the success of the curriculum.

## Selection of Peer Leaders

1. A few days prior to implementation of Session One of this program, DESIGNATE 5-10 minutes of class time for the nomination of Peer Leaders.-

**For example, you might say:**

We will be starting a new program in class that will be taught by me and some members of the class. In order to choose those people, think about people in this class whom you respect and admire. On a piece of paper, write down the names of three boys and three girls who you think could help teach the class and whom you respect and admire.

2. EXPLAIN to students that they should make their own choices without getting ideas from other students. If students ask, it is okay if they select themselves.
3. COLLECT the students' votes and tally them at another time.
4. TALLY the votes and RECORD the names of the three boys and three girls who received the most votes. Except for unusual situations where you are positive an elected student will not work out, these will be your Peer Leaders.
5. After you have determined the Peer Leaders, ANNOUNCE the Peer Leaders' names to the class and EXPLAIN that these students will be assisting the class in a special program that begins soon.

6. ASK the Peer Leaders to stand. CONGRATULATE them and tell them to see you about the Peer Leader training time and place where they will learn everything they will need to know about how to be a Peer Leader.
7. DISTRIBUTE the introductory letter to their parents to the Peer Leaders. The Peer Leaders are to take home this letter which describes their election and role in the TEENS program (a sample copy included here.)
8. Using the charts on the next page, DIVIDE each class into small groups. Assign one Peer Leader to each small group. This is in preparation for Session One of the TEENS program when you will announce the groups. Try to select groups of students who will work well together. There are extra charts for each class.

## Peer Leader Groups

Use this sheet to divide your class into small groups of 4 to 5 students each. Designate one of the selected Peer Leaders for each group. (One group will have two Peer Leaders since one will be an alternate in case of absence.)

Program implementation dates:

Session 1 \_\_\_\_\_ Session 6 \_\_\_\_\_  
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 Session 3 \_\_\_\_\_ Session 8 \_\_\_\_\_  
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 Session 5 \_\_\_\_\_ Session 10 \_\_\_\_\_

\_\_\_\_\_ (Teacher) \_\_\_\_\_ (Class Period)

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Peer Leader: _____

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# Sample of letter to parents of Peer Leaders



Dear Parent/Guardian,

Your child has been selected to be a Peer Leader for the TEENS program (Teens Eating for Energy and Nutrition at School). The students in your child's class were asked to select students they admire and respect. Your child was one of those students.

The TEENS program was developed as part of a research grant to the University of Minnesota from the National Cancer Institute to help 7th and 8th grade students learn to eat less fat and more fruits and vegetables.

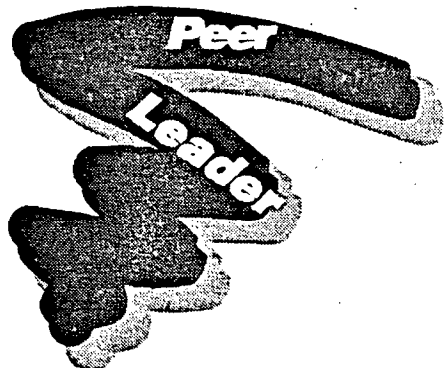
The role of the Peer Leaders in TEENS will be to help explain and introduce the materials and to lead small groups of students in short activities. The Peer Leaders will be trained at school.

Thank you very much.

Sincerely,

\_\_\_\_\_  
(Classroom Teacher)

Trainer:  
Date:  
Time:  
Location:



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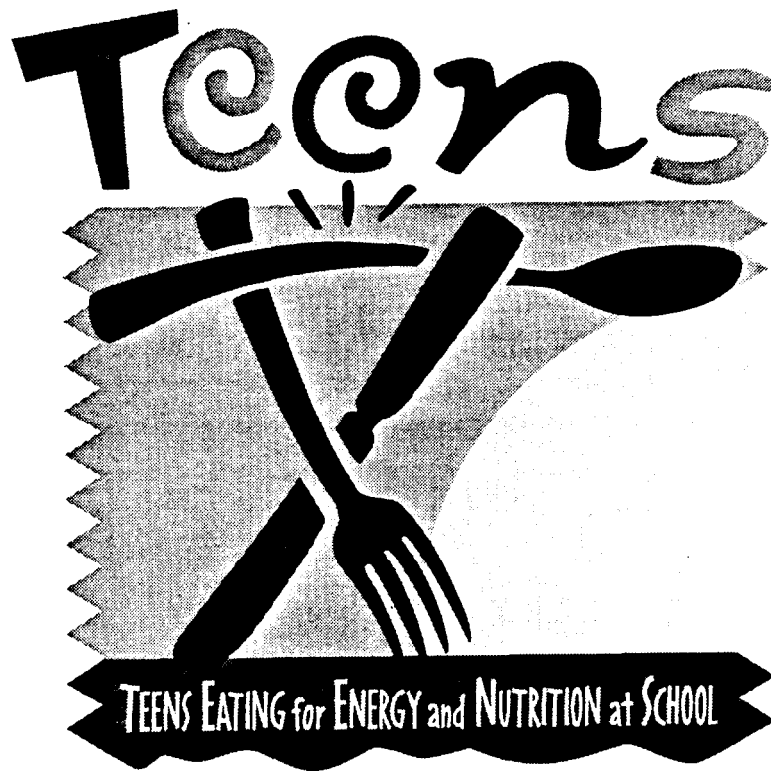
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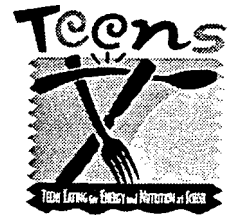
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(Classroom Teacher)

Trainer:  
Date:  
Time:  
Location:



# Peer Leader Training Guide



# PEER LEADER TRAINING

## To the Trainer:

The purpose of training Peer Leaders for the TEENS program is to help them feel prepared and confident to lead a variety of TEENS activities in the classroom. Training the Peer Leaders gives them a better chance to be successful in the classroom and helps them to anticipate problems they might encounter while leading small groups of students in discussions and activities. Together with other Peer Leaders they can discuss problem-solving strategies to make their jobs easier..

During the training, Peer Leaders should practice as many of the activities as possible. For this reason a full-day training or two shorter trainings are suggested. If you don't have much time to train Peer Leaders, it is most important that they practice doing the activities in Sessions One, Two, Four, and Five. These activities are more complicated and rely more heavily on the Peer Leaders' knowledge and preparation than do some of the other activities.

Please take the time to remind the Peer Leaders that they were chosen by their classmates as leaders. This helps them feel more confident in their role and also makes them take their role more seriously. They should feel honored that they were selected.

This Peer Leader Training Guide provides an outline for a full-day Peer Leader Training. You might wish to divide the material into two or three shorter trainings. Please do whatever works best for your classroom and your school. There are no breaks written into the training. Please take those when they are appropriate. Also, it is suggested that snacks be provided during the training. You might want to choose one from the Sensational Snacks list in Session One of the TEENS curriculum.

## MATERIALS NEEDED

- Name tags
- Markers
- Pencils
- Really, Really Hard Quiz (1 per student) (See attached master)
- Peer Leader Guides (1 per student)
- Student Notebooks (1 per student)
- TEENS folders (1 per student)
- TEENS video
- VCR
- Copies of Peer Leader Sheet #2 (1 per small group) (See attached master)
- Group Files (1 per small group)
- Parent Pack #1
- Station supplies for demonstration and practice (see Sessions Four and Five in the Teacher's Manual)
- Snack preparation supplies and food (see Sessions Six and Eight in & Teacher's Manual)

**Optional:** Snack and juice for beginning of training

## PEER LEADER TRAINING SET UP

1. Have name tags, markers, and sign-in sheet available as students enter.
2. Have all handouts, Peer Leader Guides, Student Notebooks, folders, and Group Files ready.
3. Have VCR in room and video ready to show.
4. Have all station supplies set up and ready in different parts of the room.
5. Have all supplies and food ready for snack preparation sessions.

# PEER LEADER TRAINING

## 1. SIGN IN

- A. Have all the students sign in as they enter or take attendance.
- B. Provide name tags and pens for students to write their names, if they are from different classes.

## 2. INTRODUCTION

- A. Ask students what they know about TEENS.
- B. Explain that TEENS stands for Teens Eating for Energy and Nutrition at School.
- C. Tell students that they will now take a “Really, Really Hard Quiz” to get them started thinking about food.
- D. Hand out one quiz to each student. They do not need to put their names on them.
- E. Allow a few minutes for the students to complete the quiz.
- F. Go through the answers to the quiz using the answer sheet on page 9 of this manual.

## 3. BEING A PEER LEADER

- A. Hand out one **Peer Leader Guide** to each student. Tell them to write their names on the front of the guide. They should bring their Peer Leader Guides to every TEENS class.
- B. They can write and make notes in their guides today in order to help them remember what to do in the classroom.
- C. Read, the introduction page out loud to the students and congratulate them on being selected to be Peer Leaders.
- D. Have the students take turns reading aloud, the items on **page 1, *What Do You Do as a Peer Leader?***
- E. Have the students take turns reading aloud, the items on **page 2, *Ten Hints to Help You Lead Your Group.***

- F. Without having students look in their Peer Leader Guides, ask them the questions on **pages 3 and 4, Troubleshooting!** so that they can come up with their own ideas. Summarize their answers using the suggestions in the guide. Point out this section so that they can use it as a reference.
- G. **Page 5** will be filled in by the students at the end of the training. If there is more than one training, it should be filled out at the end of the first training. During Session One of the TEENS curriculum, the teacher will call on the Peer Leaders to help introduce the program by telling their answers to these questions.

#### 4. SESSION ONE

- A. Tell the students they will now begin practicing the activities they will be leading in the classroom. Most of the activities will be in small groups. They will each be assigned a small group that they will lead throughout the program.
- B. Divide students into small groups of 4-5 students. They will take turns being the Peer Leader of that small group.
- C. Tell each small group to choose who will lead the first activity.
- D. Show the **Session One Video**, explaining that a seventh grade student from another school made this video for a class assignment.
- E. After the video is finished, hand out a **Group File** to each small group. Explain how the Group File will be used in class and that each of them will be responsible for a Group File. The Group Files will be kept in the classroom.
- F. Give the chosen Peer Leaders for this activity a copy of **Peer Leader Sheet #2** and tell them to turn to **pages 6-7** in their Peer Leader Guides. In the classroom they will use their Peer Leader Guides, but for today they will write on copies of the sheet.
- G. Conduct the activity as it is suggested in the **TEENS Teacher's Manual in Session One, Activity 2. However, have each group do the activity about James.** (By choosing only one character they will not have all of the answers when they go into the classroom.)

#### 5. SESSION TWO

- A. Tell the groups to choose new Peer Leaders to lead the next activity.
- B. Hand out one **Student Notebook and a TEENS folder** to each student. Explain that **each student will receive one of these and will be expected to bring it to every TEENS class.** The Peer Leaders will be expected to bring *both* the Student Notebook and their Peer Leader Guides to every TEENS class.

- C. Conduct the activity as it is suggested in **Session Two, Activity 1**.
- D. Show students **Parent Pack #1** and briefly explain it as it is suggested in **Session Two, Activity 3**. There will be three Parent Packs sent home during the TEENS program in 7th grade.
- E. Tell the students to find the **yellow folders at the back of the Group Files**. They will have each student in their classroom small groups write their names on a folder. When the students turn in their assignments they will put them in their yellow folders.
- F. Tell the Peer Leaders to find the ***It All Adds Up Scorecard*** in the front of the Group File. They will use this to record the points students receive when they turn in assignments. Have students write their names at the top of the scorecard.
- G. Ask students for some examples of how they would score specific assignments.
- H. Emphasize the ***responsibility*** placed on the Peer Leaders to correctly file and score the student assignments.

## 6. SESSION FOUR

- A. Explain that for Session Four the class will be divided into four small groups. Each small group will rotate through four stations. Each station will be led by one or two Peer Leaders.. The station they lead today is the one they will lead in class. Before they learn to lead a station they will go through all four of the stations since they will not be able to do this when their classmates do.
- B. Tell the students they will need their **Student Notebooks** for this part and that you will use the **Peer Leader Guide** to lead the activities.
- C. **Demonstrate the four stations, calling the Peer Leaders up to volunteer as if they are part of a small group.**
- D. Divide the trainees into four small groups, making sure that there is at least one Peer Leader from each classroom in each small group (if more than one class of Peer Leaders is being trained). The aim is to have at least one Peer-Leader trained to lead each station in any given class period.
- E. **Assign each group a station** and give them the materials for that station. 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.
- F. Circulate among the groups to answer any questions.
- G. Remind students that the station they are leading is the one they will be leading in their class.



## 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.**

## 9. SESSION EIGHT

- A. Tell the students to choose a new Peer Leader for the next activity.
- B. Explain that in Session Eight they will be preparing snacks made with vegetables. 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 #4** 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.**

## 10. SESSION NINE

- A. Have the small groups choose a new Peer Leader to lead the next activity.
- B. To explain the four options **ASK STUDENTS**:

Pretend you are at a party where there are pepperoni pizzas, breadsticks, pop, fruit juice and a huge cake with ice cream. If you were trying to cut down on fat and eat more fruits and vegetables what would you do?

- C. Write down their answers on the board and then categorize them into the four options, **CHOOSE, CHANGE, PLAN AHEAD, EAT A LITTLE**. Explain these options as suggested in **Session Nine, Activity 2**.
- D. Explain the **Options Game** as it is suggested in **Session Nine, Activity 3** and have students play the game using the cards in the **Session Nine Folder in their Group Files**.

## 11. PEER LEADER SHEET #1

- A. Tell the Peer Leaders to turn to **Peer Leader Sheet #1**.
- B. They should now fill in the answers to the questions on the sheet.

- C. During Session One the teacher will call on them to give their answers to these questions to help introduce the program.
- D. Congratulate the Peer Leaders on doing a great job. Remind them to bring both their **Student Notebooks and Peer Leader Guides** to class on \_\_\_\_\_(date of Session One).



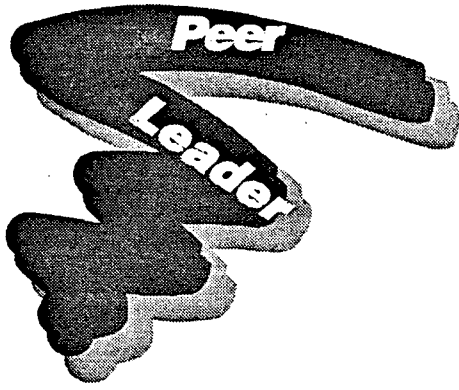
# Key

## TEENS PEER LEADER

### REALLY, REALLY, REALLY HARD QUIZ

1. What teens eat is important because
  - (a) Cap'n Crunch really cares about your nutrition
  - (b) it affects how you look and feel now**
  - (c) it will keep you from getting a heart attack when you're older**
  - (d) Yo, dude, it is???
2. The following foods are high in fat
  - (a) toothpaste
  - (b) carrot sticks, if eaten while imagining a giant chocolate cake
  - (c) soft drinks
  - (d) foods in the "Fats, Oils and Sweets" tip of the food guide pyramid**
3. If you don't eat fruits and veggies
  - (a) you will hurt your chances of ever playing bass with Squirrel Nut Zippers
  - (b) you will hurt your chances of ever having a cartoon sailor-man named after you
  - (c) you will increase your chances of ever getting a disease like heart disease or cancer**
  - (d) you'll save some calories
4. If you can't drink milk because it hurts your stomach
  - (a) don't worry about it
  - (b) you should shampoo with it instead
  - (c) you should load up on milk chocolate instead
  - (d) you could try drinking just a little milk at a time, eating yogurt or cheese, or drinking orange juice with calcium added**
5. The best way to lose weight is to
  - (a) have your stomach stapled (ouch!!)
  - (b) skip meals
  - (c) take off your shoes before stepping on the scale
  - (d) get more physical activity and cut down on the junk food**
6. When you hit your teen years
  - (a) your fat cells work overtime (but they get holidays off, and a paid half-hour break each day)
  - (b) you can eat as much as you want, whenever you want (unless you were born in a leap year)
  - (c) you can eat whatever you want
  - (d) you need enough calories to grow and be active**

7. You know a food is high in fat when
- (a) you ask it and it tells you so
  - (b) it leaves enough grease on the wrapper to slick back the hair of every guy in your advisory class
  - (c) much more than 30% of its calories come from fat**
  - (d) it has a lot of calories
8. If you eat more calories than your body needs
- (a) you won't be hungry for a long time
  - (b) you can get a store credit for the rest
  - (c) you'll spontaneously combust
  - (d) your body will store the extra calories as body fat**
9. Being physically active means
- (a) getting up to change the channel instead of using the remote
  - (b) actively making your little brother or sister get you a can of pop
  - (c) spending at least one hour at the gym every day**
  - (d) spending less time in front of the tv and more time walking, biking, rollerblading or doing other activities where you don't just sit**
10. The reason that most kids don't eat better is because
- (a) they are really picky eaters
  - (b) healthy food costs too much money
  - (c) their parents are junk food junkies
  - (d) they just don't care**

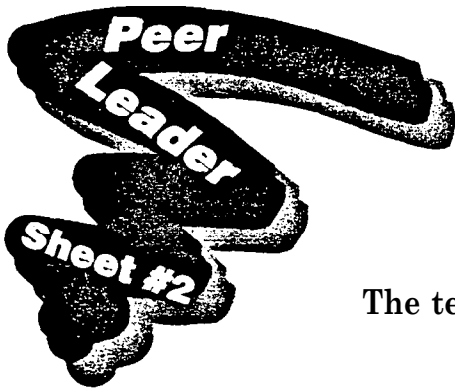


# TEENS PEER LEADER

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- (a) they are really picky eaters
  - (b) healthy food costs too much money
  - (c) their parents are junk food junkies
  - (d) they just don't care



# Teens Interviews

The teen our group is assigned is: \_\_\_\_\_

1. Take out one copy of the Interview **Script** and Food Records of the teens in the video.
2. Find the place in the script where your teen is interviewed and take out their **Two-Day Food Records**.
3. Point out the Food Record for your teen and read the directions at the top of it.
4. **Say:**  
\_\_\_\_\_ filled out this food record by writing down everything he/she ate for  
(Teen)  
2 days.

5. As a group, answer these questions:

- Do you think this teen is eating healthy? Why or why not? \_\_\_\_\_

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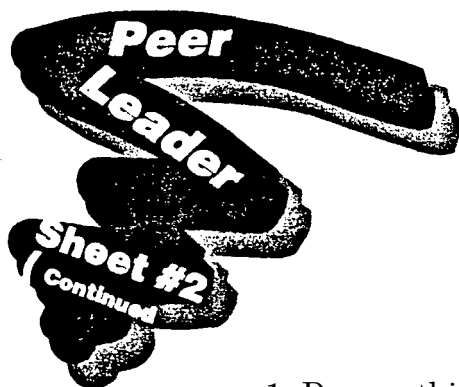
- What do you think are the main things that are influencing what this teen is eating? Cost, convenience, friends, time? \_\_\_\_\_

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Over 





- If your teen is Angela, discuss the following questions:

Angela says that she is worried that she will get fat if she eats too much and that sometimes when girls hit 7th or 8th grade, they suddenly get fat.

1. Do you think this is true? \_\_\_\_\_
2. If you had a friend who was afraid they were going to get fat and stopped eating, even when they were hungry, what would you tell them? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. What are some of the negative effects of not eating enough when you are an adolescent? \_\_\_\_\_  
 \_\_\_\_\_

- If your teen is James, discuss the following question:

How can what you eat affect athletic performance? \_\_\_\_\_  
 \_\_\_\_\_

- If your teen is Steve, discuss the following question:

Steve didn't seem to have much energy. How might Steve's diet affect his energy level? \_\_\_\_\_  
 \_\_\_\_\_

- If your teen is Diane, discuss the following question:

Diane is a "sometimes eater" - sometimes she eats breakfast, sometimes she eats lunch, sometimes she eats the vegetables with dinner. Is being a "sometimes eater" good enough to keep you healthy? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- If your teen is Chantha, discuss the following question:

Chantha says that she likes fruit and vegetables, but that they are kind of expensive. Do you think that eating healthy has to be expensive? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## INTERVIEWS

Approx. Minutes	Activities	Teacher Materials	Student Materials
8	1. Introduction-Peer Leaders		TEENS Peer Leader Guide
30	2. TEENS Interviews Sampling Snacks	TEENS video VCR/Monitor	TEENS Group File Snacks*
7	3. Assignment	Overhead Projector Transparency 1	TEENS Student Notebook and Folder
<b>Total: 45</b>			



**\*See SNACKS and REQUISITIONS** section of this manual for recommended snacks & supplies and Food Service Requisitions.

Prior to this session; decide how you will divide this class into small groups of 4-5 students and one Peer Leader per group, and decide which Peer Leader will lead each small group. It is suggested that students stay together in their assigned groups throughout this curriculum.

### Activity 1: Introduction - Peer Leaders

- A. Explain that the class will be starting a new program that will look at the way teens eat and how to make some healthy changes in their eating habits. The program is called "TEENS" Which stands for Teens Eating for Energy and Nutrition at School.
- B. Inform students that for many of the activities they will be working in small groups and each group will be led by one of the **Peer Leaders** elected by the class.

1. Read the names of the students and Peer Leaders in each group and designate the location in the classroom where each group will meet when they are working together.
  2. Emphasize that they will stay in their assigned group and in the same location for most of the small group activities during the program.
  3. Tell students to move to their small group locations.
- C. Explain that a special part of TEENS is that many of the class activities will be led by their classmates, students they chose, a few days ago.
1. Announce the names of the Peer Leaders chosen by this class, and instruct them to come to the front of the room.
  2. Call on the Peer Leaders to take turns reading and answering the questions on their **Peer Leader Sheet #1** (Page 5 of their Peer Leader Guide) about the activities and assignments that will be included in the TEENS program.
  3. Add any additional information needed.
  4. Thank the Peer Leaders for their presentations, and ask the class to give them a round of applause.

## **Activity 2: TEENS Interviews - Sampling Snacks** \_\_\_\_\_

- A. Tell the class that in order to find out some of the things students think about eating, a middle school student did a video project where he asked students his age some questions about what they like to eat, why they eat or don't eat some foods, and other questions like that.
1. Explain that you will now play the videotape of the five interviews the student included in his, video project.
  2. Tell students to clear their desks or tables so they can watch and listen to the video.
  3. Instruct students to be sure to listen to the questions asked and how each student answers them. Ask them to think about how they might have answered the questions themselves.

B. Play the **TEENS Interviews** video.

C. Tell students that they will now do their first small group activity.

1. Explain that each group will do an assessment or evaluation of the eating habits of one of the students interviewed on the video.
2. State that they will receive a copy of one of the **TEENS Interview Scripts** so they can refer back to the questions and answers, and a **two-day food record** completed by the student in the interview.

D. **Hand out snacks to students before they begin working.**

1. Explain that this is a low-fat snack for them to taste and they will have a chance to rate it at the end of the class.
2. Explain that during every TEENS class, they will taste a different low-fat snack that is available in convenience stores, grocery stores, or the snack line in the school lunchroom.

E. Distribute a **TEENS Group File** to each Peer Leader and ask them to record their name and their group's number on the front of the file.

1. Ask Peer Leaders to find and take out the **Interview Script** and **Food Records** under the **Session #1** section of their group file.
2. Assign each group a different person in the video to work on: Angela, James, Steve, Diane, or Chantha. They should find the part of the script for that person and that person's Food Records.
3. Remind Peer Leaders to lead their group as directed on **Peer Leader Sheet #2** on Pages 6 and 7 of their Peer Leader Manual.
4. Monitor groups as they work.

F. Allow approximately 5-7 minutes for groups to assess and discuss their assigned teen's eating habits, before having the groups report on the eating assessment of the teen they were assigned.

1. Call on one of the Peer Leaders to identify the teen they discussed and how their group answered the following questions from the assessment sheet:

- Do you think this teen is eating healthy? Why or why not?
- What do you think are the main things that are influencing what the teen, is eating
  - cost, convenience, friends, time, what?

2. Ask the following questions about each individual teen:

**Angela:** Angela says that she is worried that she will get fat if she eats too much and that sometimes when girls hit 7th or 8th grade, they suddenly get fat.

1. Do you think this is true?
2. If you had a friend who was afraid they were going to get fat and stopped eating, even when they were hungry, what would you tell them?
3. What are some of the negative effects of not eating enough when you are an adolescent?

**James:** How can what you eat affect athletic performance?

**Steve:** Steve didn't seem to have much energy. How might Steve's diet affect his energy level?

**Diane:** Diane is a "sometimes eater" - sometimes she eats breakfast, sometimes she eats lunch, sometimes she eats the vegetables with dinner. Is being a "sometimes eater" good enough to keep you healthy?

**Chantha:** Chantha says that she likes fruit and vegetables, but that they are kind of expensive. Do you think that eating healthy has to be expensive?

## Activity 3: Assignments & Scoring \_\_\_\_\_

- A. **Distribute one student notebook and a folder to each student.** Tell students to put their name on the notebook and the folder.
1. Explain that most of the materials they will need for the TEENS program will be in this note book and they can keep any handouts in the folder. There is also a Snacks and Recipes section. They will need to bring the notebook and folder to each TEENS class.
- B. Inform students that at the end of most of the TEENS classes, they will receive an assignment to complete before the next class.
1. Tell students to turn to **What I Actually Ate: Two Day Food Records** on **Page 1 & 2** of their **TEENS Student Notebook**.
  2. Project **Transparency 1**, and point out the spaces for them to record all of the foods and beverages they eat and drink all day today, including what they have already drunk and eaten. They will also fill out this form for everything they eat or drink tomorrow. For now, they should ignore the other part of the chart and only list the foods. They will fill in the food groups later.
  3. Instruct them to write today's date at the top of the **Day 1** chart, as you write it on the transparency.
  4. Point to the example foods recorded on the transparency for the Day 1 chart, so students can see how they should record the foods they eat today.
  5. Instruct students to turn to the **Day 2** chart on **Page 2** and write tomorrow's date at the top of that chart.
  6. Tell students to try to keep their notebooks handy so they can record what they eat as soon as possible.
  7. Give them a few minutes to write in what they have already had to eat and drink today on the Day 1 chart.
- C. Emphasize that they need to complete the food records for both today and tomorrow before the next class, and give them the date of Session 2. Tell them to write the date of Session' 2 where it says "Date Due" on their food records. Remind them to bring their notebooks to class on that day.

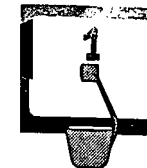
- D. Give students a chance to fill in their food records during class the next day. Remind them to bring their notebooks to class.
- E. Instruct students to turn to the **SNACKS & RECIPES** section of their notebook, and refer to Page 19 in that section called **Sensational Snacks**.
1. Instruct students to find the snack they tasted in class today on this list.
  2. Explain that they need to check that they ate the snack, fill in today's date, and then evaluate what they thought by filling in their own rating of it.
  3. After students have eaten and rated today's snack, ask for some class reactions to the snack, **as time permits**.





Date due \_\_\_\_\_

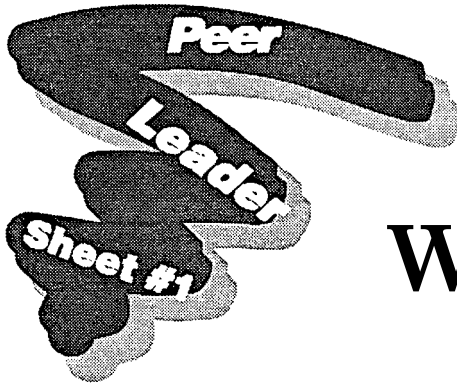
Name \_\_\_\_\_



# 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.

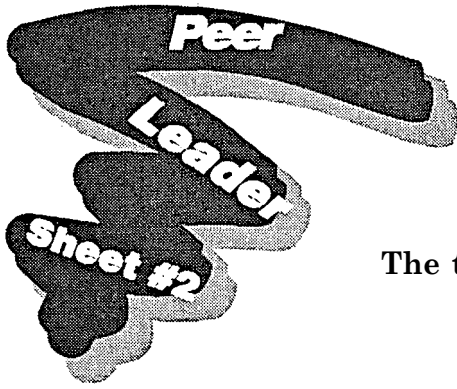
Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Breakfast (or before school)	Example:						
	6 oz. of orange juice						
	Fruit loops, 3/4 cup						
Snack							
Lunch	1 slice cheese pizza						
	1 small bag of regular potato chips						
	1 cation of milk						
Snack	1 can pop - regular						
	4 cookies - regular						
Dinner	1 hamburger						
	1 cup lettuce salad						
	2 teaspoons dressing, regular						
Snack							
Totals for today							



# What's It All About?

**Answer the following questions about the TEENS program. You will be asked to tell the class about the program using the answers to these questions.**

1. What is the TEENS program about? \_\_\_\_\_  
\_\_\_\_\_
2. Why do you think students will like this program? \_\_\_\_\_  
\_\_\_\_\_
3. What kinds of activities will students be doing in the TEENS program? \_\_\_\_\_  
\_\_\_\_\_
4. What will the Peer Leaders be doing in the TEENS program? \_\_\_\_\_  
\_\_\_\_\_
5. What would you say will be expected of the students in your class in order to get the most out of the program? \_\_\_\_\_  
\_\_\_\_\_
6. Why do you think this program is important for kids your age? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Teens Interviews

The teen our group is as Signed is: \_\_\_\_\_

1. Take out one copy of the **Interview Script** and **Food Records** of the teens in the video.
2. Find the place in the script where your teen is interviewed and take out their **Two-Day Food Records**.
3. Point out the Food Record for your teen and read the directions at the top of it.
4. **Say:**  
 \_\_\_\_\_ filled out this food record by writing down everything he/she ate for  
 (Teen)  
 2 days.

5. As a group, answer these questions:

- Do you think this teen is eating healthy? Why or why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What do you think are the main things that are influencing what this teen is eating? Cost, convenience, friends, time? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Over 

- If your teen is Angela, discuss the following questions:

Angela says that she is worried that she will get fat if she eats too much and that sometimes when girls hit 7th or 8th grade, they suddenly get fat.

1. Do you think this is true? \_\_\_\_\_
2. If you had a friend who was afraid they were going to get fat and stopped eating, even when they were hungry, what would you tell them? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What are some of the negative effects of not eating enough when you are an adolescent? \_\_\_\_\_  
\_\_\_\_\_

- If your teen is James, discuss the following question:

How can what you eat affect athletic performance? \_\_\_\_\_  
\_\_\_\_\_

- If your teen is Steve, discuss the following question:

Steve didn't seem to have much energy. How might Steve's diet affect his energy level? \_\_\_\_\_  
\_\_\_\_\_

- If your teen is Diane, discuss the following question:

Diane is a "sometimes eater" - sometimes she eats breakfast, sometimes she eats lunch, sometimes she eats the vegetables with dinner. Is being a "sometimes eater" good enough to keep you healthy? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- If your teen is Chantha, discuss the following question:

Chantha says that she likes fruit and vegetables, but that they are kind of expensive. Do you think that eating healthy has to be expensive? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Angela

(Your name)

Session 1

Date due

# 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)	Coke - 1 can						
Snack							
Lunch	Cheese pizza - 1 slice						
	Small salad- 1 cup						
	Milk - 8 oz.						
Snack	Coke - 1 can/Mountain Dew - 1 can						
	Snickers bar - 1						
Dinner	Sausage pizza - 1 slice						
	Coke - 1 can						
Snack	Chips - small bag 1.5 oz.						
	Coke - 1 can						
Total							

Group File

Date due

# 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, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Food Choice							
Breakfast (or before school)							
Snack	Surge - 1 can						
	Cheetos - 1.5 oz. bag						
Lunch	Pepperoni pizza - 1 slice						
	Milk - 8 oz.						
Snack	Coke - 1 can/Mountain Dew - 1 can						
Dinner	Microwave lite popcorn - 2 cups						
	Coke - 1 can						
Snack	Chocolate chip cookies - 4 regular						
	Dr. Pepper - 1 can						
Total							

Date due

James  
(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.

Session 1

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Food Choice							
Breakfast (or before school)	Peanut butter & jelly sandwich						
	Milk - 12 oz.						
Snack	Chips - 1.5 oz.						
Lunch	Chicken burger						
	French fries - 2 small orders						
	Applesauce - 1/2 cup						
	Chocolate chip cookie						
	Milk - 8 oz.						
Snack	Pepsi - 1 can						
	Chips - 1.5 oz.						
Dinner	Spaghetti with meat sauce - 4 cups						
	2 slices bread with butter						
	Milk - 8 oz.						
Snack	Ham sandwich						
	Mountain Dew - 1 Can						
Total							

Group File

Date due \_\_\_\_\_

# 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.

Session 1

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Breakfast (or, before school)	Peanut Gutter & jelly sandwich						
	Milk - 12 oz.						
Snack	Candy bar - 1						
Lunch	Turkey sub with cheese, lettuce, and tomato						
	Chips - 1.5 oz.						
	Strawberries - 1 cup						
	Ice cream cone						
	Milk - 8 oz.						
Snack	Coke - 1 can						
	M and M's - 1 bag						
Dinner	Sausage pizza - 6 slices						
	Coke - 1 can						
Snack	Milk - 8 oz.						
	1 medium piece of chocolate cake						
Total							

Group File



Date due

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

Write down every-thing 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
Food Choice							
Breakfast (or before school)	Frosted Flakes - 1-1/2 cups						
	Milk - 12 oz.						
Snack	Chips - 1.5 oz.						
Lunch	French fries - 1 small order						
	Fruit juice						
Snack	Root Beer - 1 can						
	Candy bar						
Dinner	Frosted Flakes - 3 cups						
	Milk - 12 oz.						
Snack	Pretzels - 6 oz.						
	Coke - 1 can						
Total							

Date due

Steve  
(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.

Session 1

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Food Choice							
Breakfast (or before school)	Frosted Flakes - 1-1/2 cups						
	Milk - 12 oz.						
Snack	Candy bar - 1						
	Orange pop - 1 can						
Lunch	French fries - 1 small order						
	Fruit juice						
Snack							
Dinner	Hamburger - 1						
	Coke - 1 can						
Snack	Cap'n Crunch - 1-1/2 cups						
	Milk - 12 oz.						
Total							

Group File

1-17

Date due

Diane  
(Your name)

Session 1

# 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
Food Choice							
Breakfast (or before school)							
Snack	Skittles - 1 bag						
Lunch	1 slice pepperoni pizza						
Snack	Chips - 1.5 oz.						
	Pepsi - 1 can						
Dinner	Macaroni & cheese - 1 cup						
	Milk - 12 oz.						
Snack	Chips - 1.5 oz.						
Total							

Group File

Date due \_\_\_\_\_

# 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.

Session 1

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Food Choice							
Breakfast (or before school)	<i>Toast with peanut butter - 2 pieces</i>						
	<i>Milk - 8 oz.</i>						
	<i>Orange juice - 6 oz.</i>						
	<i>Chocolate chip cookies - 2 medium</i>						
Lunch	<i>Chicken burger - 1</i>						
	<i>French fries - 1 small order</i>						
	<i>Canned-pears - 1/2 cup</i>						
	<i>Peanut butter cookies - 2 medium</i>						
Snack	<i>Chips - 1.5 oz.</i>						
	<i>Coke - 1 can</i>						
Dinner	<i>1 pork chop</i>						
	<i>Broccoli - 1 cup</i>						
	<i>Bread - 1 slice</i>						
	<i>Milk - 8 oz.</i>						
Snack	<i>Microwave popcorn - 3 cups</i>						
<b>Total</b>							

Group File

Date due \_\_\_\_\_

# 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.

Session 1

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Breakfast (or before school)	<i>Fruit Loops - 1 oz.</i>						
	<i>Orange juice - 6 oz.</i>						
Snack							
Lunch	<i>Rice with chicken &amp; broccoli - 1-1/2 cups</i>						
	<i>Fruit punch - 8 oz.</i>						
Snack	<i>Noodles - 1 cup</i>						
Dinner	<i>Noodles with pork &amp; vegetables - 1-1/2 cups</i>						
Snack	<i>Ice cream - 1 cup</i>						
<b>Total</b>							

Group File

1 - 20

Chantha

(Your name)

Date due

# 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 Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Breakfast (or before school)							
Snack	Hershey bat - 1						
Lunch	Hamburger - 1						
	French fries - small order						
	Fruit punch - 8 oz.						
Snack	Noodles - 1 cup						
Dinner	Pork - 3 oz.						
	Stir-fried vegetables - 1/2 cup						
	Rice - 1 cup						
Snack							
Total							

# TEENS Video Interviews Script

**Nick:** Testing, one, two, three...testing one two, three. Uh, okay I think it's working. Uh, this is Nick Schumacher, roving reporter. Actually this is my video project for Family Social Science. Hey, Miss Barrows! Hi all you guys in room 107. So I am about to interview several seventh and eighth graders about their eating habits. Now let's see, I think I'll start in the library and see who I can find. Aha! There's Angela Alexander! This is my big chance. I've always wanted to talk to her! Ahem! Excuse me, Angela.

**Angela:** *(Looks up from her book then goes back to reading)*

**Nick:** I said excuse me, Angela.

**Angela:** You're excused.

**Nick:** Uh, thanks. Something tells me this isn't gonna be easy. Uh, Angela, I was wondering if you wouldn't mind doing an interview. I'm doing a video for Miss Barrows Family Social Science class and I was wondering if you'd like to, uh, star in it.

**Angela:** What would I have to do?

**Nick:** Just answer some questions about what you like to eat and stuff like that.

**Nick:** Could you say your name, please?

**Angela:** Angela.

**Nick:** Okay, Angela, So, tell me, would you say that you are healthy?

**Angela:** Well, yeah, I guess so. I mean I'm not sick or anything.

**Nick:** But do you think you're healthy? You know, that you live in a healthy way?

**Angela:** Mostly, I think.

**Nick:** What do you do to stay healthy?

**Angela:** Well, I eat pretty 'good. I mean I usually eat lunch at school. Sometimes I bring it from home.

**Nick:** What do you like to eat at school?

**Angela:** Pizza. It's kind of greasy, but I like the pizza and the tacos. Those are good too.

**Nick:** What about breakfast?

**Angela:** Oh, I don't think anybody eats breakfast. *(pause)* Do they?

**Nick:** Well, actually some people do.

**Angela:** I can't imagine having enough time in the morning to eat breakfast!

**Nick:** Don't you get hungry until lunch time?

**Angela:** Hungry isn't the word for it. Starving is more like it. One time in math class we were taking a test and my stomach was growling so loud the teacher asked me to finish my test out in the hall. Everybody was cracking up because it was so loud. It was like I was disturbing the peace! But sometimes it's not just my stomach that feels like it's growling - I get a killer headache, too.

**Nick:** So what do you do when you're so hungry?

**Angela:** I eat a candy bar if I have one or I drink a can of pop if somebody has one. Something like that.

**Nick:** Do you, drink a lot of pop?

**Angela:** No, not too much. Maybe four or five cans a day. It fills me up so I don't get so hungry.

**Nick:** What about milk or juice?

**Angela:** Oh, I don't think anybody really drinks a lot of milk, do they?

**Nick:** Actually, some people do.

**Angela:** Sometimes I drink milk with lunch. You know, that's something I've been kind of worried about. My grandma fell last week and broke her arm and a hip and it wasn't even a big fall. Her bones break really easily and my mom says that can happen to you if you don't drink enough milk when you're like my age, but it's so hard—I mean who wants to walk around with some dorky old carton! What I don't understand is why they can't just put milk in a can? I mean we could recycle it and everything. Besides, it's not cool to drink milk.

**Nick:** How about fruits and vegetables?

**Angela:** What about 'em?

**Nick:** Do you eat them? Do you like them?



**Angela:** I like fruit. I eat fruit maybe a few times a week. Yeah, every once in a while I eat an apple or a banana. Yeah, I think I'm a pretty good fruit eater.

**Nick:** And vegetables? Do you eat vegetables?

**Angela:** I mean vegetables are okay sometimes. I eat salad every once in a while and I like mashed potatoes and corn on the cob. But you know, I might eat them if like they were in a candy bar. I mean why couldn't they just hide 'em in a Hershey Bar or something so you wouldn't have to taste 'em? It's not just that they don't taste good, but they're so inconvenient!

**Nick:** What do you mean by inconvenient?

**Angela:** Oh, you know, you have to go and get them from the bottom of the refrigerator. You always have to do something to them like peel them or cut them up. It's such a hassle!

**Nick:** How about dinner? What do you usually have for dinner?

**Angela:** Well, I eat a lot of pizza. My mom's a good cook, but I'm really busy and don't always have dinner with my parents.

**Nick:** It doesn't sound like you eat very much. Where do you get the energy to do all that?

**Angela:** Well, I don't eat very much. I'm afraid I'll like get fat all of a sudden. I've heard that can happen,, you know. I've heard that sometimes when girls hit like 7th or 8th grade, it happens just like that. They start to put on weight and then before you know it – it's done and you're like fat for the rest of your life. So I just drink a lot of pop- keeps me full, keeps me awake -there's plenty of time to eat when you grow up and being fat or not doesn't matter so much.

**Nick:** Thank you, Angela. You'll never know how much this meant to me.

**Angela:** Weird.

**Nick:** I'm really hoping to catch someone to interview in the gym. I've always wondered what the jocks really eat. Hey, there's James Johnson. Now there's an athlete. I couldn't shoot baskets like that in my dreams. Uh, excuse me, Uh, James? Uh, James? EXCUSE ME! Uh, TRAVELLING!

**James:** I was not! Who are you anyway?

**Nick:** Uh, I'm doing a video project for Miss Barrows' Family Social Science class and I was wondering if I could interview you.

**James:** How long would it take?

**Nick:** Just a few minutes. Gee, that's a great hook shot you've got there.

**James:** Okay, I'll meet you outside.

**Nick:** Could you say your name, please?

**James:** Sure. It's James.

**Nick:** James, thanks for doing this interview.

**James:** No problem.

**Nick:** Would you say that you are healthy?

**James:** Yeah, I think I'm pretty healthy.

**Nick:** Why do you think that? What do you do to stay healthy?

**James:** Well, I'm a really active person, you know. I like to play basketball and I went out for track this year and I think I'm like in good physical shape.

**Nick:** How about the way you eat? Do you think that's as important as how active you are?

**James:** Yeah. I eat a lot.

**Nick:** What kinds of foods do you eat? Like what do you eat for breakfast?

**James:** I get up and I get dressed and I go into the kitchen and I make me a big peanut butter and jelly sandwich and a big old glass of milk.

**Nick:** What kind of milk do you drink?

**James:** Whatever's there. I think it's whole milk because my little brother is skinny so my mom's trying to fatten him up.

**Nick:** Do you eat the fruits and vegetables served in school lunch?

**James:** No! Sometimes I eat the fruit. But I just think vegetables are nasty!

**Nick:** Even at home?

**James:** They're nasty at school, they're nasty at home. They're nasty everywhere. OOh! I just don't like those things.

**Nick:** I think we get the message. And what about dinner? What do you usually eat for dinner?

**James:** I mostly eat whatever my mom or my grandma makes and I usually eat a lot of it.

**Nick:** Even the vegetables?

**James:** You know I said those vegetables are nasty.

**Nick:** How about fast food?

**James:** Yeah, sure, I like that.

**Nick:** How often do you eat fast food? What do you usually get?

**James:** I get a couple of cheeseburgers and fries and maybe a vanilla shake. We go maybe two times a week.

**Nick:** Are there any changes you'd like to make in the way you eat?

**James:** I'd change and eat more vegetables if they'd just taste good. I guess that's it.

**Nick:** Tell us something more about yourself, like what kinds of things do you like to do?

**James:** I like to ride my bike and like I said, I like sports. I like to watch TV. I got a skate board and I like to do that. I like to hang around with my friends and go to movies. I like to keep doing things so I don't get bored. I like to keep moving.

**Nick:** Thanks, James.

**James:** Sure, hey, catch!

**Nick:** Sure. No problem.

**Nick:** Ah, there's a likely subject. Hmmm, he's got his lunch, but he isn't eating it. Nick Schumacher, roving reporter will find out why. Oooh, yuck, I just stepped on somebody's pizza. Um, excuse me, could I talk to you for a minute?

**Steve:** Yeah.

**Nick:** I'm doing a video project for my Family Social Science class. Would you mind answering a few questions?

**Steve:** About what?

**Nick:** Well, actually about eating—or not eating as the case may be.

**Steve:** Okay. Do I get anything for doing it?

**Nick:** Um, not exactly.

**Steve:** Okay, just checking.

**Nick:** Could you tell us your name please?

**Steve:** Steve.

**Nick:** Thanks for talking with us today, Steve.

**Steve:** Yeah.

**Nick:** So we're here to talk about eating. Do you think you eat healthy foods?

**Steve:** Probably not.

**Nick:** Well, what about your lunch here, are you going to eat it??

**Steve:** Probably not.

**Nick:** Well, what will you eat then?

**Steve:** I'll probably eat the french fries.

**Nick:** Is that what you usually eat for lunch?

**Steve:** Yeah.

**Nick:** Why don't you eat the other stuff!

**Steve:** I don't really like it.

**Nick:** Don't you get hungry?

**Steve:** Yeah:

**Nick:** Then what do you eat?

**Steve:** Some candy or chips or something.

**Nick:** What do you eat for breakfast?

**Steve:** I eat cereal.

**Nick:** That's it?

**Steve:** Well, I drink some milk with it. I don't put milk on it because it gets so mushy.

**Nick:** How about fruits and vegetables? Do you eat those?

**Steve:** Not really.

**Nick:** Pop?

**Steve:** Yeah, I drink pop a lot.

**Nick:** What kind?

**Steve:** Coke.

**Nick:** So, Steve, what do you do for fun?

**Steve:** I watch TV mostly.

**Nick:** Are there any changes you'd like to make in the way you eat?

**Steve:** No, not really.

**Nick:** Steve, you're a man of few words and few foods. Thanks for doing this interview.

**Steve:** Yeah.

**Nick:** Cut. Cut! Cut already!!

**Nick:** Hey, there's Diane Coleman. She's the class president. Let's see if I can just catch her before the bell rings.

Hey, Diane! Would you be willing to be in my video for Family Social Science? I'd really appreciate it. It'll just take a few minutes – you won't even be late to class.

**Diane:** Sure. What's your name?

**Nick:** Nick.

**Diane:** What's it about? Hi, Tina!

**Nick:** Just a few questions about what you eat.

**Diane:** Okay.

**Nick:** Do you think you eat in a healthy way?

**Diane:** Yeah, I guess so. I mean I sometimes eat breakfast, but not always. *(To a student passing by off camera.)* Hey, Justin! Save me a seat!

**Nick:** What do you eat when you do?

**Diane:** Cereal or toast, something like that.

**Nick:** And how about lunch?

**Diane:** I eat lunch at school most of the time.

**Nick:** Do you eat what you take on your tray?

**Diane:** Sometimes. Sometimes I don't eat very much. It all depends on what it 'is. If it's pizza I eat the whole thing. If it's one of those dip sandwiches I just throw it away. Savannah, you go, girl!

**Nick:** How about the fruits and vegetables do you like those?

**Diane:** Well, I like the pears, and I like corn, but not many of the other ones.

**Nick:** How about at home for dinner or lunch? Do you eat fruits and vegetables then?

**Diane:** Sometimes. If we're having broccoli I eat that, but if we're having green beans I don't eat those. I like apples so I eat those sometimes, but I don't like bananas. I eat pears and if we have fruit cocktail-I like that. So it all depends on what it is. I'll help you with math sixth hour!

**Nick:** We don't have much time—uh, any changes you'd like to make in the way you eat?

**Diane:** No, I just eat what I eat—I think I do okay. Listen, Nick, I've gotta go—the bell's gonna ring and I don't want to be late.

**Nick:** Yeah, sure, uh, thanks, Diane.

**Nick:** Okay, I just need one more. There's Chantha. She sits next to me in English class. Hey, Chantha, could you spare a few minutes to do an interview for me for my Family Social Science class?

**Chantha:** What kind of interview?

**Nick:** It's just a couple of minutes. Please.

**Chantha:** I don't know about being on camera—I'd be so embarrassed.

**Nick:** You'd be great. You're a natural. C'mon, I just need one more. I'll bet Steven Spielberg doesn't have to go through this!

**Chantha:** Well, okay, but I have to get to dance practice in a few minutes.

Hi, could you please tell us your name?

**Chantha:** Chantha. This is so embarrassing.

**Nick:** Thanks, Chantha for doing this interview with us. We're going to be talking about eating habits and how healthy you think you are. Do you think you're pretty healthy?

**Chantha:** Oh, yes.

**Nick:** Why do you say that?

**Chantha:** Well, I don't get sick very often. And I eat pretty well. I try to get enough sleep and I'm pretty active. I'm in gymnastics so that really keeps me in good shape.

**Nick:** You said you eat pretty well. What do you mean by that?

**Chantha:** *(Laughing)* I'm so embarrassed. I mean I think I eat pretty well. At home my mother cooks a lot of traditional foods so we eat a lot of vegetables and rice, chicken, pork, noodles, that kind of thing.

**Nick:** What about at school?

**Chantha:** At school I eat from the salad bar sometimes and sometimes I buy my lunch. I bring rice or noodles or maybe some peppers sometimes but this is really embarrassing—

**Nick:** It's okay, go. ahead.

**Chantha:** Well, sometimes I just like to talk with my friends and I don't really want to take the time to eat. Two of my best friends don't have any of the same classes as I do so the only time we get to see each other is at lunch.

**Nick:** Do you ever get things at the snack bar or the a la carte line?

**Chantha:** No, not really.

**Nick:** How about fruits and vegetables? You said you eat more vegetables and rice at home. Do you like vegetables?

**Chantha:** Oh, yes. We do eat a lot of vegetables at home and we grow some of our own in the summer. I like broccoli a lot and greens — we grow those in our garden.

**Nick:** How about fruit? Do you eat a lot of fruit?

**Chantha:** I like fruit. I like apples and bananas and mango and papayas. It's kind of expensive though.

**Nick:** What kinds of foods do you eat for snacks? Like when you get home from school?

**Chantha:** I make some rice or noodles.

**Nick:** Do you put butter or margarine on them?

**Chantha:** No. This is embarrassing.

**Nick:** I think that's all my questions. Thanks, Chantha.

**Chantha:** Sure. See you in English, Spielberg!

**Nick:** This is Nick Schumacher, roving reporter, signing off.

CUT!

(Black)

(Titles)



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 leave 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, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Food Choice							
Breakfast (or before school)							
Snack							
Lunch							
Snack							
Dinner							
Snack							
Total							



# Sensational Snacks

Snack	✓	Date Eaten	My Evaluation			Comments
			Forget it!	Take it or leave it	I'd buy it!	
<b>COOKIES, BARS, CAKES</b>						
Rice Krispie Treats						
Low-fat cookies						
Vanilla wafers						
Low-fat fig/strawberry bars						
Little Debbie Brownie Lights						
Snackwells cookies						
Teddy Grahams						
Animal Crackers						
Ginger Snaps						
Nutrigrain bars						
Low-fat granola bars						
<b>CRACKERS, CHIPS</b>						
Fat-free pretzels						
Low-fat crackers						
Saltine crackers						
Graham crackers						
Rice cakes						
Baked chips with salsa						
Low-fat chips						
<b>CANDY</b>						
Gummies						
Marshmallows						
Gum						
Fruit-flavored suckers						
Licorice						
Skittles						
Milky Way Lite Bars						



# Sensational Snacks (Continued)

Snack	✓	Date Eaten	My Evaluation			Comments
			Forget it!	Take it or leave it	I'd buy it!	
<b>FROZEN SNACKS</b>						
Popsicles						
Low-fat frozen yogurt						
Frozen fruit juice bars						
Low-fat ice cream bars						
Sherbet						
Frozen yogurt bars						
<b>BEVERAGES</b>						
Fat-free skim milk						
100% fruit juice						
Bottled water						
Vegetable juice						
Diet pop						
Fruit juice and Club soda						
<b>FRUITS &amp; VEGETABLES</b>						
Fresh fruit						
Apples with carmel sauce						
Canned fruit						
Dried fruit						
Veggies and low-fat dip						
<b>MORE SNACKS</b>						
Cereals						
String cheese						
Pickles						
Bread						
Turkey sticks						
Jello						
Low-fat pudding						
Low-fat yogurt						

**INTRODUCTIONS & FOOD RECORDS**

<b>Approx. Minutes</b>	<b>Activities</b>	<b>Teacher Materials</b>	<b>Student Materials</b>
30	1. TEENS Interviews (continued) Sampling Snacks	Transparency #2 and #3 Overhead Projector	TEENS Peer Leader Guide TEENS Group File TEENS Student Notebook & Folder Snacks*
10	2. Foods for Dudes	Cassette Player Foods for Dudes Session 2 Cassette	
15	3. Assignments & Scoring	There & Back Again - Parent Pack 1*	Return Card 1
<b>Total: 40</b>			



\*See Snacks and Requisitions section of this manual for recommended snacks and supplies.

\*See **PARENT PACKS** section of this manual for the materials included in these packs.

**Activity 1: TEENS Interviews (Continued)** \_\_\_\_\_

- A. Tell the students to get into their peer-led small groups.
  
- B. Remind students that during the last session of the TEENS program, they saw a video of five student interviews and discussed them. Explain that today they will take a closer look at the food records of the students who were interviewed on the video.
  
- C. **Distribute the Group Files to the Peer Leaders.**
  
- D. Tell the students that they will be looking at the two-day food records of the same student on the video that their group discussed last time.

E. Show **Transparency #2**.

1. Explain that the food records will look like this one in which the foods were broken down into servings from the Food Guide Pyramid.
2. Point out examples on the transparency.
3. Explain that these students figured out how to do this by looking at the Food Guide Pyramid.

F. **Tell students to turn to Page 3 of their TEENS Student Notebook to find a copy of the Food Guide Pyramid.**

1. Briefly review the Food Guide Pyramid.
2. Explain that it might be difficult to figure out how many servings from the food groups are in combination foods such as pizza or sandwiches.
3. Tell students to turn to **Page 5 of the Student Notebook, The Guide's Guide and show Transparency #3**. Explain that this sheet is to help them figure out how many servings from, different food groups are in some common combination foods. Point out some examples.
4. Explain that by looking at the teen's food records and comparing them to the Food Guide Pyramid Guidelines, they will be able to evaluate how well the teen is eating and make recommendations.

G. **Tell the Peer Leaders to take out the Session #2 folder from their Group File and find their teen's food records and Check Out the Chow worksheet.**

H. Explain that they will use the Check Out the Chow sheet to evaluate how well their teen is eating. The Peer Leader will lead them in this activity. When they are finished, they should answer the questions at the end of the Check Out the Chow sheets. (Completed Check Out the Chow sheets are included in this session.)

1. Explain that while they are working in their groups, you will **hand out a snack for them to taste**. They will have a chance to rate the snack later.
2. Allow students 5-7 minutes to work in their groups while you hand out the snack.
3. Call on the Peer Leaders to report their teen's score and what recommendations they would make.

## Activity 2: Foods for Dudes \_\_\_\_\_

- A. Explain that looking at what we eat and how we can improve our diet is one way to eat healthier. For more information, you taped a new radio call-in show for the teens that you want them to listen to. The show is called Foods for Dudes.
- B. Tell the students to clear their desks or tables so they can listen.
- C. Play **Foods for Dudes Session 2 Cassette**.  
(A script for this show is included at the end of this session.)
- D. Discuss students' reactions to the information on the cassette.

### ASK:

- So, what do you think this call-in show “**Foods for Dudes**” is all about?
- Do you think it matters what kids your age eat or don't eat? Why?

## Activity 3: Assignments & Scoring \_\_\_\_\_

- A. Explain that their assignment for the next TEENS class is to complete their Food Records by figuring out how many servings they had from each food group for everything they ate.
1. Show **Transparency #2** again and point out examples of food items and how they are broken down into food group servings.
  2. Tell students to look at the back of their Food Guide Pyramids in their Student Notebooks. There is more information about serving sizes there. Briefly review serving sizes.
  3. Explain that they should do the best they can to estimate serving sizes and how to count combination foods.
  4. At the end of the session, allow students to work on finishing their food records as time permits.

- B. Hold up a **There & Back Again – 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 **There & Back Again – 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 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.

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

C. **EXPLAIN:**

- You will have a short assignment that you and an adult in your home need to complete together.
- You should encourage the adult you live with to read the information and have them do the assignment with you.
- Your Peer Leader will give you a Back Again Return Card which you should bring home. After you and the adult in your home finish the assignment together, ask them to sign the **Back Again Return Card**.
- Then, you need to bring that card **BACK AGAIN** to school.

- D. Ask the Peer Leaders to look in the Session #2 folder in their Group Files to find the **Return Cards** and give one to each member of the group.

- E. Read the assignment on the card to the students.



F. Summarize the Parent, Packs as follows:

1. Urge them to try to encourage their parent (or other adult) to look at the information.
2. Remind students to complete the assignment on the Back Again Return Card with a parent or adult.
3. Ask students to bring back the **Back Again Return Card 1** as soon as their parents have answered the questions and signed it. Then, return it to the Peer Leader of their group.
4. Announce that they will get 3 homework points for returning each of the **Back Again Return Cards**.

G. Hand out the **Parent Packs #1**

H. Instruct students to turn to the **SNACKS & RECIPES** section of their notebook, and refer to the **Sensational Snacks** section on Page 19.

1. Instruct students to find the snack they tasted in class today on the list.
2. Explain that they need to check that they ate the snack, fill in today's date, and then evaluate what they thought of it by filling in their own rating of it.
3. After students have eaten and rated today's snack, ask for some class reactions to the snack, **as time permits**.
4. Encourage students to try snacks on this list that they have never eaten before and then check off and rate them on this page.

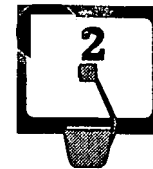
I. Ask Peer Leaders to take out the **It All Adds Up Scorecard** in the front of their group's file and show it to their group.

1. Explain to the class that this is the **page where each Peer Leader will keep score of all the points the members of their group accumulate during all the TEENS classes**.
2. Ask Peer Leaders to record their group number on this card, along with the names of the members of their group.
3. Ask Peer Leaders to point out the assignments due today, **What I Actually Ate: Two Day Food Record** and the assignments they received today, completing the Food Records and the **Back Again, Return Card #1**.

4. Tell students that when they complete those assignments and bring them back to class, the Peer Leader will record the points they scored for each of them on their group's scorecard.
  5. Tell students to show the Peer Leaders their Food Records so the Peer Leader can record their points.
  6. **(Optional)** Explain how you will grade students' scores for completing TEENS assignments and discuss, **as time permits**.
- J. Tell the Peer Leaders to take out the yellow folders at the back of their Group File.
1. Peer Leaders should give one folder to each student in the group.
  2. Students should write their name on the top of the folder and give it back to the Peer Leaders.
  3. Peer Leaders should return the folders to the back of the files.
  4. The Peer Leaders will put each student's assignments; including the Back Again Return Cards from the Parent Packs, into that student's folder when they turn them in.
- K. Remind all students to be sure to bring their **TEENS Student Notebook/Folder** with them to each TEENS class.
1. Instruct Peer Leaders to keep their **TEENS Peer Leader Guide** at the front of their group's file.
  2. Inform them where in the classroom they should place their group's **TEENS Group File**.
  3. Remind them to pick up their group's file at the beginning of each TEENS class.

## Notes & Reminders

- Fast forward the **Foods for Dudes Cassette** so it will be ready for Session Three.



# 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: _____ Date _____		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Breakfast (or before school)	<i>Example:</i>						
	<i>6 oz. of orange juice</i>					1	
	<i>Fruit loops, 3/4 cup</i>				1		
Snack							
Lunch	<i>1 slice cheese pizza</i>	1				1	1
	<i>1 small bag of regular potato chips</i>						2
	<i>1 carton of milk</i>	1					
Snack	<i>1 can pop - regular</i>						1
	<i>4 cookies - regular</i>					2	4
Dinner	<i>1 hamburger</i>		2			2	
	<i>1 cup lettuce salad</i>			1			
	<i>2 teaspoons dressing, regular</i>						1
Snack							
<b>Totals for today</b>		2	2	1	1	6	9

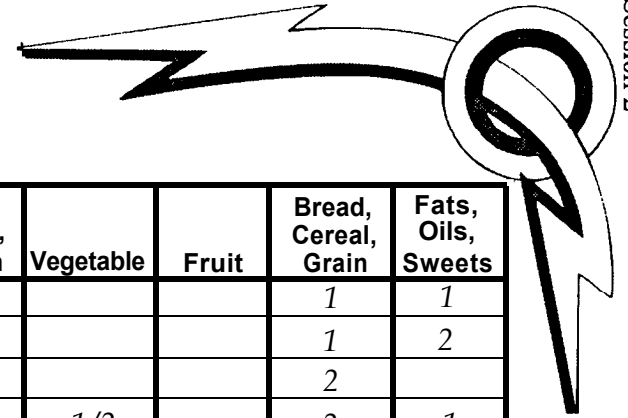
## The Guide's Guide

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

# Food Guide Pyramid

## *Food Guide Pyramid - page 2*

## The Guide's Guide



Food Choice (Combinationfoods)	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
1 cup macaroni and cheese	1/2				2	
1 chicken burger		2			2	
<b>Food Choice - Hard to place foods (per serving on label)</b>						
(Regular cookies - 2					1	2
Low-fat cookies - 2 medium					1	1
Cake, pie, pastry - 1 average size piece					1	2
Regular potato chips - 1.5						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						1
Fruit drinks with less than 10% real-fruit juice (per serving on the						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.	Does not contain servings from any food groups					



Date due \_\_\_\_\_

# 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.

Session 2

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Food Choice							
Breakfast (or before school)	Coke - 1 can						1
Snack							
Lunch	Cheese pizza - 1 slice	1				1	1
	Small salad - 1 cup			1			
	Milk - 8 oz.	1					
Snack	Coke - 1 can/Mountain Dew - 1 can						2
	Snickers bar - 1						1
Dinner	Sausage pizza - 1 slice	1				1	2
	Coke - 1 can						1
Snack	Chips - small bag 1.5 oz.						2
	Coke - 1 can						1
<b>Total</b>		3	0	1	0	2	11

Group File

Date due \_\_\_\_\_

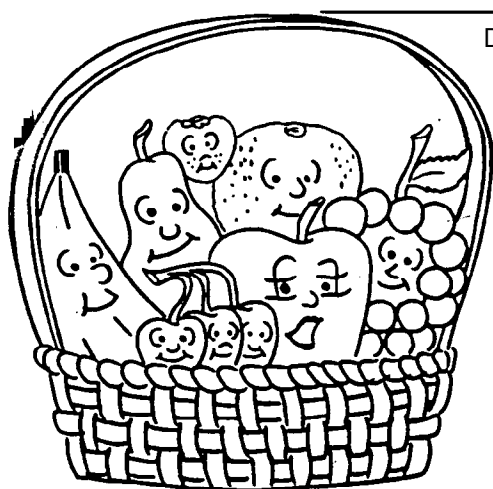
# Day 2 What I Actually Ate: Two-Day Food Record

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.

Session 2

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Food Choice							
Breakfast (or before school)							
Snack	Surge - 1 can						1
	Cheetos - 1.5 oz. bag						2
Lunch	Pepperoni pizza - 1 slice	1				1	2
	Milk - 8 oz.	1					
Snack	Coke - 1 can/Mountain Dew - 1 can						2
Dinner	Microwave lite popcorn - 2 cups					4	
	Coke - 1 can						1
Snack	Chocolate chip cookies - 4 regular					2	4
	Dr. Pepper - 1 can						1
<b>Total</b>		2	0	0	0	7	13

Group File

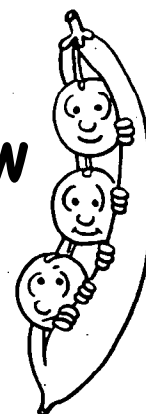


Date



# Check Out the Chow

## Day 1



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 or more servings = 10 points

1 - 2 servings = 5 points

0 servings = 0 points

10

(points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points

1 - 2 servings = 5 points

0 servings = 0 points

0

(points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

5

(points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

0

(points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

5

(points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points

3 - 4 servings = 5 points

More than 4 servings = 0 points

0

(points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points

No = 0 points

0

(points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points

No = 0 points

0

(points)

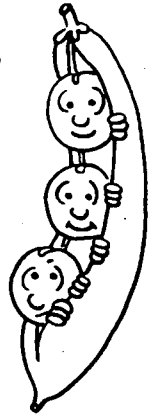
There's more!





# Check Out the Chow

## Day 1 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?.

Yes = 0 points  
No = 10 points

0  
(points)

10. Did you skip any meal?

Yes = 0 points  
No = 10 points

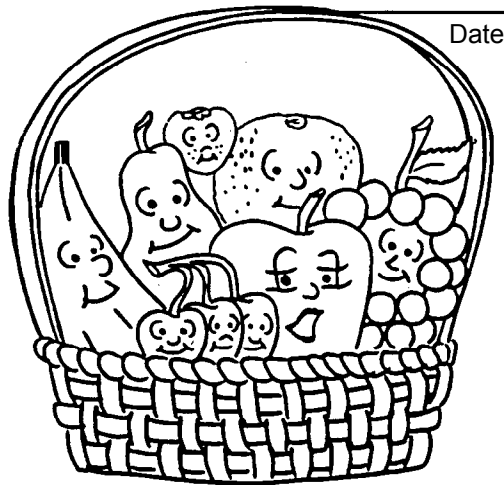
0  
(points)

**TOTAL SCORE**

15  
(points)

Now look on the next page to score your Day 2.



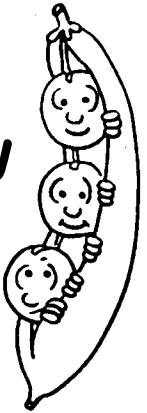


Date \_\_\_\_\_



# Check Out the Chow

## Day 2



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 or more servings = 10 points

1 - 2 servings = 5 points

5  
(points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points

1 - 2 servings = 5 points

0 servings = 0 points

0  
(points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

0  
(points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

0  
(points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

10  
(points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points

3 - 4 servings = 5 points

More than 4 servings = 0 points

0  
(points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points

No = 0 points

0  
(points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points

No = 0 points

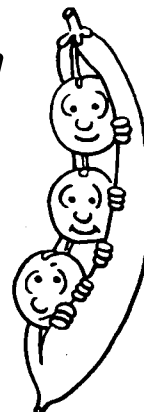
0  
(points)

There's more! →



# Check Out the Chow

## Day 2 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?

Yes = 0 points  
No = 10 points

0  
(points)

10. Did you skip any meal?

Yes = 0 points  
No = 10 points

0  
(points)

**TOTAL SCORE**

15  
(points)

Now look on the next page to interpret your score!





# Interpreting Your Score

Add your total scores for the two days together and find your average score for the two days. To do this:

- 1) First add up your score for 2 days. *Example*  $40 + 80 = 120$ .
- 2) Then divide your total by 2. *Example:*  $120 \div 2 = 60$ .

$$\frac{15}{\text{Day 1 score}} + \frac{15}{\text{Day 2 score}} = \frac{30}{\text{Total score}} \div 2 = \frac{15}{\text{Average score}}$$

## 80 or above

If your average score for the two days is **80 or above**, **Congratulations!** You are eating a healthy diet with good variety from different food groups, You have eating patterns that will keep your body healthy and give you nutrients to grow well, be strong, and be active. **Keep up the GREAT work!!!**

## 50-79:

If your average score for the two days is **less than 80, but more than 49**, it's time to take stock. Where are you losing points? Are there some food groups you've been missing? Are you eating too much junk food like pop, sweets, and high-fat foods? Make a plan today to turn one of those zero answers into a +10 answer. Keep working at it - you're not too far from a healthy diet and feeling and growing great!

## Less than 50:

If your average score is less than 50, you are getting into some bad habits. Not eating well can hurt you in the short and long run. In the short run, it can mean that you may not grow to your full potential, that you will lack the energy and strength to do the things you want to do and it may be hard to concentrate in school. In the long run, what you eat can affect your chances of getting cancer, heart disease, and other diseases, and how fit and active you can be when you are an adult. So . . . start now and bring your food choices back on track. Make a plan today to turn at least 2 of those zero answers into a +10 point answer. **You can do it!**

James

(Your name)

Date due

# 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.

Session 2

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Food Choice							
Breakfast (or before school)	Peanut butter & jelly sandwich		1			2	1
	Milk - 12 oz.						
Snack	Chips - 1.5 oz.						2
Lunch	Chicken burger		2			2	
	French fries - 2 small orders			2			2
	Applesauce - 1/2 cup				1		
	2 chocolate chip cookies					1	2
	Milk - 8 oz.	1					
Snack	Pepsi - 1 can						1
	Chips - 1.5 oz.						2
Dinner	Spaghetti with meat sauce - 4 cups		2	2		6	
	2 slices bread with Butter					2	2
	Milk - 8 oz.	1					
Snack	Ham sandwich		2			2	
	Mountain Dew - 1 can						
Total		3-1/2	7	4	1	15	13

Group File



James

(Your name)

Date due

# 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.

Session 2

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Food Choice							
Breakfast (or before school)	Peanut butter & jelly sandwich		1			2	1
	Milk - 12 oz.	1-1/2					
Snack	Candy bar - 1						1
Lunch	Turkey sub with cheese, lettuce & tomato	1	2	1/2		2	
	Chips - 1.5 oz.						2
	Strawberries - 1 cup				2		
	Ice cream cone	2					4
	Milk - 8 oz.	1					
Snack	Coke - 1 can						1
	M and M's - 1 bag						1
Dinner	6 slices sausage pizza	6				6	12
	Coke - 1 can						1
Snack	Milk - 8 oz.	1					
	Chocolate cake - 1 medium piece						1
<b>Total</b>		12-1/2	3	1/2	2	10	24

Group File

2-21

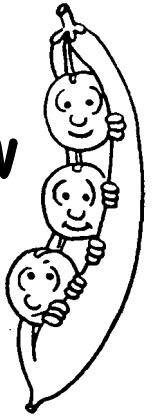


Date \_\_\_\_\_



# Check Out the Chow

## Day 1



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

10  
(points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

10  
(points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

10  
(points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

5  
(points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

10  
(points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points  
3 - 4 servings = 5 points  
More than 4 servings = 0 points

0  
(points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
No = 0 points

10  
(points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
No = 0 points

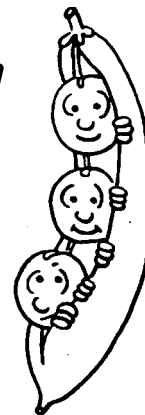
10  
(points)

There's more!



# Check Out the Chow

## Day 1 (Continued)



9. Did you drink more than 12 oz. (1 can)  
of pop?

Yes = 0 points  
No = 10 points

0  
(points)

10. Did you skip any meal?

Yes = 0 points  
No = 10 points

10  
(points)

**TOTAL SCORE**

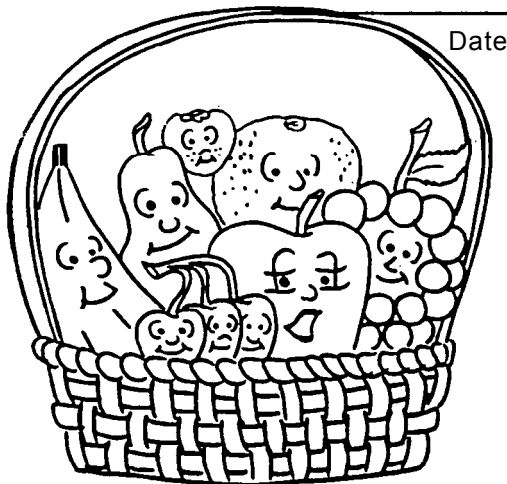
75  
(points)

Now look on the next page to score your Day 2.



James

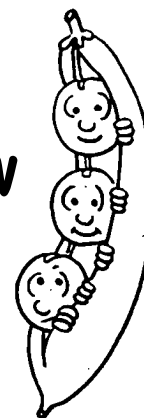
Name



Date



# Check Out the Chow Day 2



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points

10  
(points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

10  
(points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

5  
(points)

4. How many servings from the fruit, group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

5  
(points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

10  
(points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points  
3 - 4 servings = 5 points  
More than 4 servings = 0 points

0  
(points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
No = 0 points

10  
(points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
No = 0 points

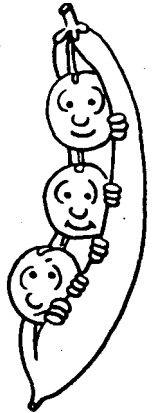
0  
(points)

There's more!



# Check Out the Chow

## Day 2 (Continued)



9. Did you drink more than 12 oz. (1 can)  
of pop?

Yes = 0 points  
No = 10 points

0  
(points)

10. Did you skip any meal?

Yes = 0 points  
No = 10 points

10  
(points)

**TOTAL SCORE**

60  
(points)

Now look on the next page to interpret your score!





# Interpreting Your Score

Add your total scores for the two days together and find your average score for the two days. To do this:

- 1) First add up your score for 2 days. *Example*  $40 + 80 = 120$ .
- 2) Then divide your total by 2. *Example:*  $120 \div 2 = 60$ .

$$\frac{75}{\text{Day 1 score}} + \frac{60}{\text{Day 2 score}} = \frac{135}{\text{Total score}} \div 2 = \frac{67-1/2}{\text{Average score}}$$

## 80 or above:

If your average score for the two days is **80 or above, Congratulations!** You are eating a healthy diet with good variety from different food groups. You have eating patterns that will keep your body healthy and give you nutrients to grow well, be strong, and be active. **Keep up the GREAT work!!!**

## 50-79:

If your average score for the two days is **less than 80, but more than 49**, it's time to take stock. Where are you losing points? Are there some food groups you've been missing? Are you eating too much junk food like pop, sweets, and high-fat foods? Make a plan today to turn one of those zero answers into a +10 answer. Keep working at it - you're not too far from a healthy diet and feeling and growing great!

## Less than 50:

If your average score is less than 50, you are getting into some bad habits. Not eating well can hurt you in the short and long run. In the short run, it can mean that you may not grow to your full potential, that you will lack the energy and strength to do the things you want to do and it may be hard to concentrate in school. In the long run, what you eat can affect your chances of getting cancer, heart disease, and other diseases, and how fit and active you can be when you are an adult. So . . . start now and bring your food choices back on track. Make a plan today to turn at least 2 of those zero answers into a +10 point answer. **You can do it!**

Steve

(Your name)

Date due \_\_\_\_\_

# 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
Food Choice							
Breakfast (or before school)	Frosted Flakes - 1-1/2 cups					2	
	Milk - 12 oz.	1-1/2					
Snack	Chips - 1.5 oz.						2
Lunch	French fries - 1 small order			1			1
	Fruit juice - 12 oz.				2		
Snack	Root Beer - 1 can						1
	Candy bar						1
Dinner	Frosted Flakes - 3 cups					4	
	Milk - 12 oz.	1-1/2					
Snack	Pretzels - 6 oz.					4	
	Coke - 1 can						1
<b>Total</b>		3	0	1	2	10	6

Session 2

Group File

2-27

Date due

Steve

(Your name)

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

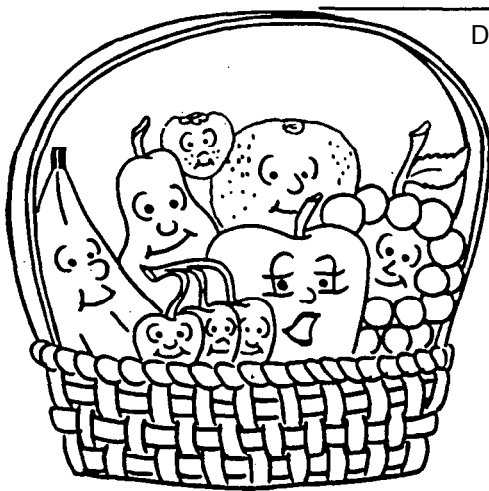
Write down everything you EAT or DRINK today. Then, using the information given to you on the Food Guide Pyramid and the Guide's Guide sheet, mark what food groups your food choice belongs to and the number of servings it counts for. If you do not eat a meal or snack, leave that section

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Food Choice							
Breakfast (or before school)	Frosted Flakes - 1-1/2 cups					2	
	Milk - 12 oz.	1-1/2					
Snack	Candy bar - 1						1
	Orange pop - 1 can						1
Lunch	French fries - 1 small order			1			1
	Fruit juice - 12 oz.				2		
Snack							
Dinner	Hamburger - 1		2			2	
	Coke - 1 can						1
Snack	Cap'n Crunch - 1-1/2 cups					2	
	Milk - 12 oz.	1-1/2					
<b>Total</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>4</b>

Session 2

Group File



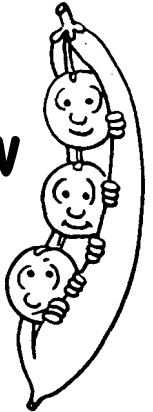


Date



# Check Out the Chow

## Day 1



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 or more servings = 10 points

1 - 2 servings = 5 points

0 servings = 0 points

10  
(points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points

1 - 2 servings = 5 points

0 servings = 0 points

0  
(points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

5  
(points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

5  
(points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

10  
(points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points

3 - 4 servings = 5 points

More than 4 servings = 0 points

0  
(points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points

No = 0 points

10  
(points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points

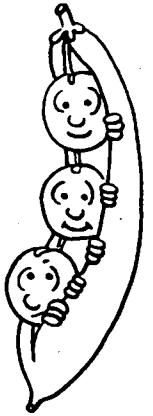
No = 0 points

0  
(points)



# Check Out the Chow

## Day 1 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?

Yes = 0 points  
No = 10 points

0  
(points)

10. Did you skip any meal?

Yes = 0 points  
No = 10 points

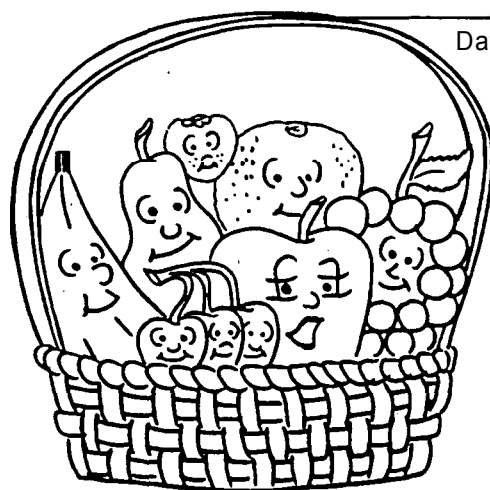
10  
(points)

**TOTAL SCORE**

50  
(points)

Now look on the next page to score your Day 2.





Date \_\_\_\_\_



# Check Out the Chow

## Day 2



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points

10  
(points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

5  
(points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

5  
(points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

5  
(points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

10  
(points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points  
3 - 4 servings = 5 points  
More than 4 servings = 0 points

5  
(points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
No = 0 points

10  
(points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
No = 0 points

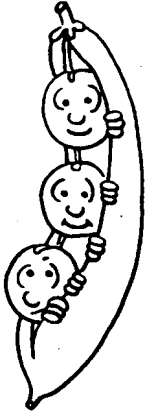
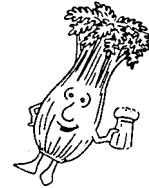
0  
(points)

There's more!



# Check Out the Chow

## Day 2 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?

Yes = 0 points  
No = 10 points

0  
(points)

10. Did you skip any meal?

Yes = 0 points  
No = 10 points

10  
(points)

**TOTAL SCORE**

60  
(points)

Now look on the next page to interpret your score!





Date \_\_\_\_\_

# Interpreting Your Score

Add your total scores for the two days together and find your average score for the two days. To do this:

- 1) First add up your score for 2 days. *Example*  $40 + 80 = 120$ .
- 2) Then divide your total by 2. *Example:*  $120 \div 2 = 60$ .

$$\frac{50}{\text{Day 1 score}} + \frac{60}{\text{Day 2 score}} = \frac{110}{\text{Total score}} \div 2 = \frac{55}{\text{Average score}}$$

## 80 or above:

If your average score for the two days is **80 or above, Congratulations!** You are eating a healthy diet with good variety from different food groups. You have eating patterns that will keep your body healthy and give you nutrients to grow well, be strong, and be active. **Keep up the GREAT work!!!**

## 50-79:

If your average score for the two days is **less than 80, but more than 49**, it's time to take stock. Where are you losing points? Are there some food groups you've been missing? Are you eating too much junk food like pop, sweets, and high-fat foods? Make a plan today to turn one of those zero answers into a + 10 answer. Keep working at it - you're not too far from a healthy diet and feeling and growing great!

## Less than 50:

If your average score is less than 50, you are getting into some bad habits. Not eating well can hurt you in the short and long run. In the short run, it can mean that you may not grow to your full potential, that you will lack the energy and strength to do the things you want to do and it may be hard to concentrate in school. In the long run, what you eat can affect your chances of getting cancer, heart disease, and other diseases, and how fit and active you can be when you are an adult. So . . . start now and bring your food choices back on track. Make a plan today to turn at least 2 of those zero answers into a + 10 point answer. You **can do it!**

*Diane*

(Your name)

Date due

# 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.

Session 2

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Food Choice							
Breakfast (or before school)							
Snack	Skittles - 1 bag						1
Lunch	1 slice pepperoni pizza	1				1	2
Snack	Chips - 1.5 oz.						2
	Pepsi - 1 can						1
Dinner	Macaroni & cheese - 1 cup	1/2				2	1
	Milk - 12 oz.	1-1/2					
Snack	Chips - 1.5 oz.						2
<b>Total</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>9</b>

Group File

2 - 34

Diane

(Your name)

Date due

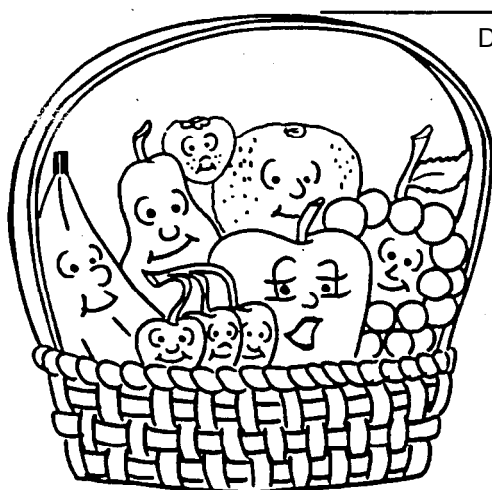
# Day 2 What I Actually Ate: Two-Day Food Record

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,

Session 2

Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Food Choice							
Breakfast (or before school)	Toast with peanut butter - 2 pieces		2			2	2
	Milk - 8 oz.	1					
	Orange juice - 6 oz.				1		
Snack	Chocolate chip cookies - 2 medium					1	2
Lunch	Chicken burger - 1		2			2	
	French fries - 1 small order			1			1
	Canned pears - 1/2 cup				1		
	Peanut butter cookies - 2 medium					1	2
Snack	Chips - 1.5 oz.						2
	Coke - 1 can						1
Dinner	1 pork chop		1				
	Broccoli - 1 cup			2			
	Bread- 1 slice					1	
	Milk - 8 oz.	1					
Snack	Microwave popcorn - 3 cups					6	3
Total		2	5	3	2	13	13

Group File



Date



# Check Out the Chow

## Day 1



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

10  
(points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

0  
(points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

5  
(points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

0  
(points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

5  
(points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points  
3 - 4 servings = 5 points  
More than 4 servings = 0 points

0  
(points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
No = 0 points

0  
(points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
No = 0 points

0  
(points)

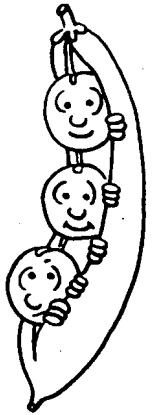
There's more!





# Check Out the Chow

## Day 1 (Continued)



9. Did you drink more than 12 oz. (1 can)  
of pop?

Yes = 0 points  
No = 10 points

10  
(points)

10. Did you skip any meal?

Yes = 0 points  
No = 10 points

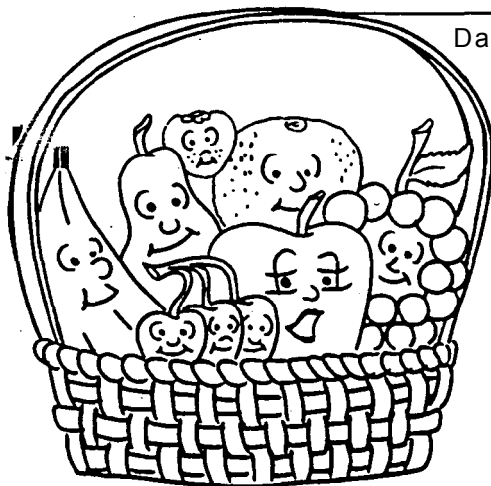
0  
(points)

**TOTAL SCORE**

25  
(points)

Now look on the next page to score your Day 2.





Date \_\_\_\_\_



# Check Out the Chow

## Day 2



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 or more servings = 10 points

1 - 2 servings = 5 points

5

(points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points

1 - 2 servings = 5 points

0 servings = 0 points

10

(points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points

1-3 servings = 5 points

0 servings = 0 points

5

(points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

5

(points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

10

(points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points

3 - 4 servings = 5 points

More than 4 servings = 0 points

0

(points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points

No = 0 points

10

(points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points

No = 0 points

10

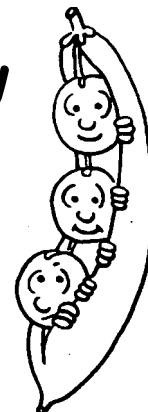
(points)

There's more! →



# Check Out the Chow

## Day 2 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?

Yes = 0 points  
No = 10 points

10  
(points)

10. Did you skip any meal?

Yes = 0 points  
No = 10 points

10  
(points)

**TOTAL SCORE**

75  
(points)

Now look on the next page to interpret your score!





# Interpreting Your Score

Add your total scores for the two days together and find your average score for the two days. To do this:

- 1) First add up your score for 2 days. *Example*  $40 + 80 = 120$ .
- 2) Then divide your total by 2. *Example:*  $120 \div 2 = 60$ .

$$\frac{25}{\text{Day 1 score}} + \frac{75}{\text{Day 2 score}} = \frac{100}{\text{Total score}} \div 2 = \frac{50}{\text{Average score}}$$

## 80 or above:

If your average score for the two days is **80 or above, Congratulations!** You are eating a healthy diet with good variety from different food groups. You have eating patterns that will keep your body healthy and give you nutrients to grow well, be strong, and be active. **Keep up the GREAT work!!!**

## 50-79:

If your average score for the two days is **less than 80, but more than 49**, it's time to take stock. Where are you losing points? Are there some food groups you've been missing? Are you eating too much junk food like pop, sweets, and high-fat foods? Make a plan today to turn one of those zero answers into a + 10 answer. Keep working at it – you're not too far from a healthy diet and feeling and growing great!

## Less than 50:

If your average score is less than 50, you are getting into some bad habits. Not eating well can hurt you in the short and long run. In the short run, it can mean that you may not grow to your full potential, that you will lack the energy and strength to do the things you want to do and it may be hard to concentrate in school. In the long run, what you eat can affect your chances of getting cancer, heart disease, and other diseases, and how fit and active you can be when you are an adult. So . . . start now and bring your food choices back on track. Make a plan today to turn at least 2 of those zero answers into a + 10 point answer. **You can do it!**

Date due

# 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)	Fruit Loops - 1 oz.					1	
	Orange juice - 6 oz.				1		
Snack							
Lunch	Rice with chicken & broccoli - 1-1/2 cups		1	1		1	
	Fruit punch - 8 oz.						1
Snack	Noodles - 1 cup					2	
Dinner	Noodle with pork & vegetables - 1-1/2 cups		1	1		1	
Snack	Ice cream - 1 cup	2					4
Total		2	2	2	1	5	5

Date due

Chantha

(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.

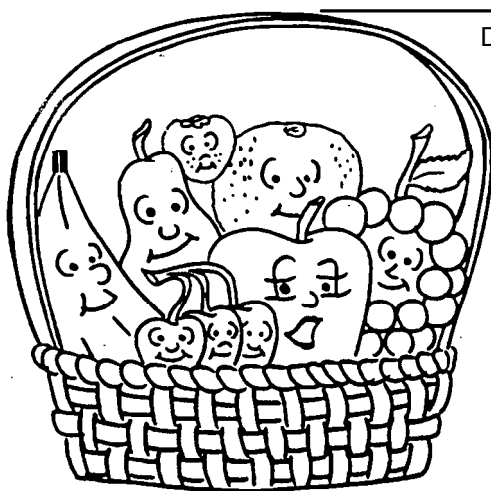
Food Record for: _____ Today's date		Milk, Yogurt, Cheese	Meat, Poultry Protein	Vegetable	Fruit	Bread, Cereal, Grain	Fats, Oils, Sweets
Breakfast (or before school)							
Snack	Hershey bar - 1						1
Lunch	Hamburger - 1		2			2	
	French fries - small order			1			1
	Fruit punch - 8 oz.						1
Snack	Noodles - 1 cup					2	
Dinner	Pork - 3 oz.		1				
	Stir-fried vegetables - 1/2 cup			1			
	Rice - 1 cup					2	
Snack							
Total		0	3	2	0	6	3

Session 2

Group File

Name \_\_\_\_\_

Date \_\_\_\_\_



# Check Out the Chow

## Day 1



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

5  
(points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

5  
(points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

5  
(points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

5  
(points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

10  
(points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points  
3 - 4 servings = 5 points  
More than 4 servings = 0 points

0  
(points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
No = 0 points

10  
(points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

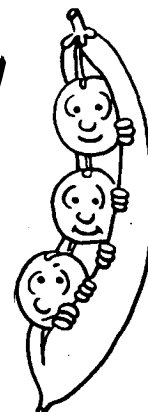
Yes = 10 points  
No = 0 points

0  
(points)



# Check Out the Chow

## Day 1 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?

Yes = 0 points  
No = 10 points

10  
(points)

10. Did you skip any meal?

Yes = 0 points  
No = 10 points

10  
(points)

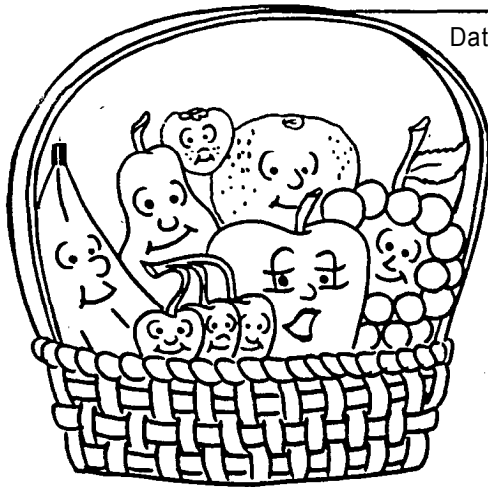
**TOTAL SCORE**

60  
(points)

Now look on the next page to score your Day 2.





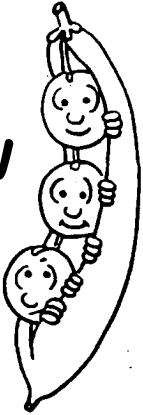


Date \_\_\_\_\_



# Check Out the Chow

## Day 2



1. How many servings from the milk, yogurt, and cheese group did you eat today?
2. How many servings from the meat, poultry, or protein group did you eat today?
3. How many servings from the vegetable group did you eat today?
4. How many servings from the fruit group did you eat today?
5. How many servings did you eat from the bread, cereal, and grain group today?
6. How many servings did you eat from the fats, oils, and sweets group?
7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)
8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

3 or more servings = 10 points  
1 - 2 servings = 5 points

0  
(points)

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

10  
(points)

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

5  
(points)

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

0  
(points)

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

10  
(points)

0 - 2 servings = 10 points  
3 - 4 servings = 5 points  
More than 4 servings = 0 points

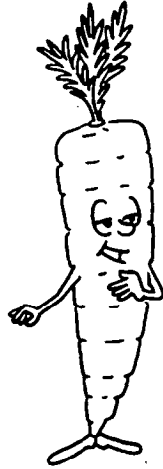
5  
(points)

Yes = 10 points  
No = 0 points

0  
(points)

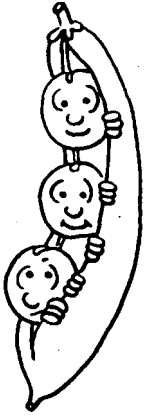
Yes = 10 points  
No = 0 points

10  
(points)



# Check Out the Chow

## Day 2 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?

Yes = 0 points  
No = 10 points

10  
(points)

10. Did you skip any meal?

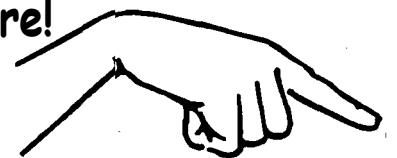
Yes = 0 points  
No = 10 points

0  
(points)

**TOTAL SCORE**

50  
(points)

Now look on the next page to interpret your score!





# Interpreting Your Score

Add your total scores for the two days together and find your average score for the two days. To do this:

- 1) First add up your score for 2 days. *Example*  $40 + 80 = 120$ .
- 2) Then divide your total by 2. *Example:*  $120 \div 2 = 60$ .

$$\frac{60}{\text{Day 1 score}} + \frac{50}{\text{Day 2 score}} = \frac{110}{\text{Total score}} \div 2 = \frac{55}{\text{Average score}}$$

## 80 or above:

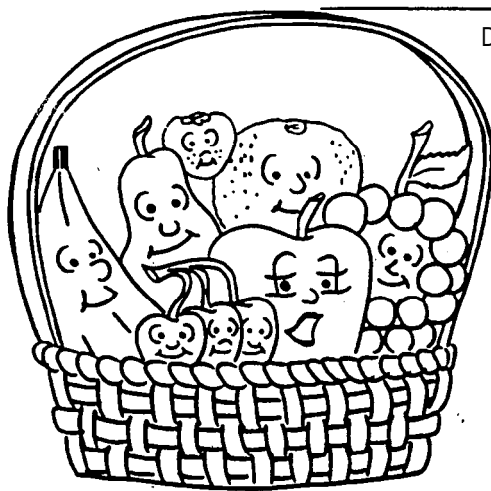
If your average score for the two days is **80 or above**, **Congratulations!** You are eating a healthy diet with good variety from different food groups. You have eating patterns that will keep your body healthy and give you nutrients to grow well, be strong, and be active. **Keep up the GREAT work!!!**

## 50 - 79:

If your average score for the two days is less **than 80, but more than 49**, it's time to take stock. Where are you losing points? Are there some food groups you've been missing? Are you eating too much junk food like pop, sweets, and high-fat foods? Make a plan today to turn one of those zero answers into a + 10 answer. Keep working at it - you're not too far from a healthy diet and feeling and growing great!

## Less than 50:

If your average score is less than 50, you are getting into some bad habits. Not eating well can hurt you in the short and long run. In the short run, it can mean that you may not grow to your full potential, that you will lack the energy and strength to do the things you want to do and it may be hard to concentrate in school. In the long run, what you eat can affect your chances of getting cancer, heart disease, and other diseases, and how fit and active you can be when you are an adult. So . . . start now and bring your food choices back on track. Make a plan today to turn at least 2 of those zero answers into a + 10 point answer. **You can do it!**



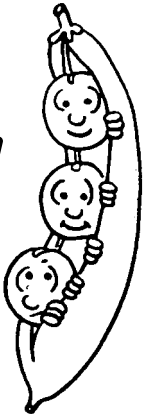
Date \_\_\_\_\_



Name \_\_\_\_\_

# Check Out the Chow

## Day 1



1. How many servings from the milk, yogurt, and cheese group did you eat today?
2. How many servings from the meat, poultry, or protein group did you eat today?
3. How many servings from the vegetable group did you eat today?
4. How many servings from the fruit group did you eat today?
5. How many servings did you eat from the bread, cereal, and grain group today?
6. How many servings did you eat from the fats, oils, and sweets group?
7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)
8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

3 or more servings = 10 points  
 1 - 2 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_  
(points)

3 or more servings = 10 points  
 1 - 2 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_  
(points)

4 or more servings = 10 points  
 1 - 3 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_  
(points)

4 or more servings = 10 points  
 1 - 3 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_  
(points)

4 or more servings = 10 points  
 1 - 3 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_  
(points)

0 - 2 servings = 10 points  
 3 - 4 servings = 5 points  
 More than 4 servings = 0 points

\_\_\_\_\_  
(points)

Yes = 10 points  
 No = 0 points

\_\_\_\_\_  
(points)

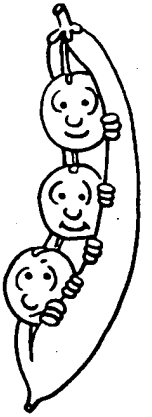
Yes = 10 points  
 No = 0 points

\_\_\_\_\_  
(points)



## Check Out the Chow

### Day 1 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?

Yes = 0 points  
No = 10 points

\_\_\_\_\_  
(points)

10. Did you skip any meal?

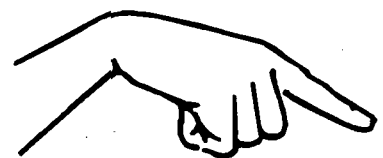
Yes = 0 points  
No = 10 points

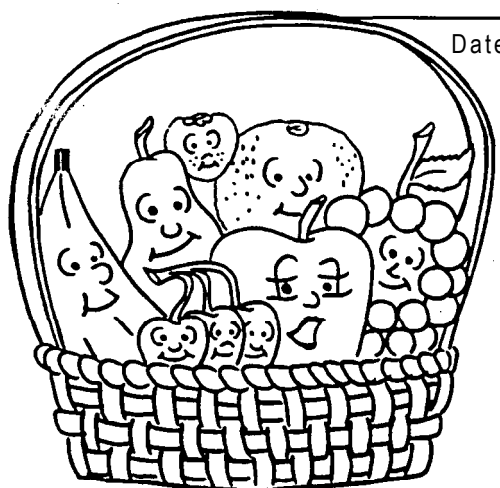
\_\_\_\_\_  
(points)

**TOTAL SCORE**

\_\_\_\_\_  
(points)

Now look on the next page to score your Day 2.





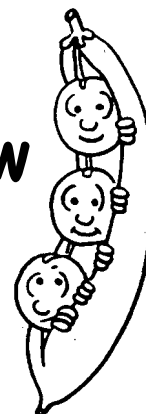
Date \_\_\_\_\_



Name \_\_\_\_\_

# Check out the Chow

## Day 2



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points

\_\_\_\_\_  
(points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points  
1 - 2 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_  
(points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_  
(points)

4. How many servings from the fruit group did you eat today?

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1 - 3 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_  
(points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points  
1 - 3 servings = 5 points  
0 servings = 0 points

\_\_\_\_\_  
(points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points  
3 - 4 servings = 5 points  
More than 4 servings = 0 points

\_\_\_\_\_  
(points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
No = 0 points

\_\_\_\_\_  
(points)

8. Did your evening meal include foods from at least 3 different food groups? Foods from the fats, oils, and sweets group don't count!

Yes = 10 points  
No = 0 points

\_\_\_\_\_  
(points)



## Check Out the Chow Day 2 (Continued)



9. Did you drink more than 12 oz. (1 can)  
of pop?

Yes = 0 points

No = 10 points

\_\_\_\_\_ (points)

10. Did you skip any meal?

Yes = 0 points

No = 10 points

\_\_\_\_\_ (points)

**TOTAL SCORE**

\_\_\_\_\_ (points)

Now look on the next page to interpret your score!





Date \_\_\_\_\_

Name \_\_\_\_\_

# Interpreting Your Score

Add your total scores for the two days together and find your average score for the two days. To do this:

- 1) First add up your score for 2 days. *Example*  $40 + 80 = 120$ .
- 2) Then divide your total by 2. *Example:*  $120 \div 2 = 60$ .

$$\text{Day 1 score} + \text{Day 2 score} = \text{Total score} \div 2 = \text{Average score}$$

## 80 or above:

If your average score for the two days is **80 or above**, **Congratulations!** You are eating a healthy diet with good variety from different food groups. You have eating patterns that will keep your body healthy and give you nutrients to grow well, be strong, and be active. **Keep up the GREAT work!!!**

## 50-79:

If your average score for the two days is **less than 80, but more than 49**, it's time to take stock. Where are you losing points? Are there some food groups you've been missing? Are you eating too much junk food like pop, sweets, and high-fat foods? Make a plan today to turn one of those zero answers into a + 10 answer. Keep working at it—you're not too far from a healthy diet and feeling and growing great!

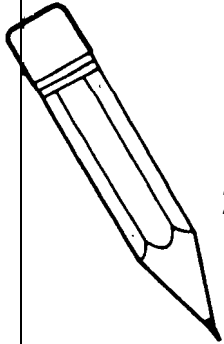
## Less than 50:

If your average score is less than 50, you are getting into some bad habits. Not eating well can hurt you in the short and long run. In the short run, it can mean that you may not grow to your full potential, that you will lack the energy and strength to do the things you want to do and it may be hard to concentrate in school. In the long run, what you eat can affect your chances of getting cancer, heart disease, and other diseases, and how fit and active you can be when you are an adult. So ... start now and bring your food choices back on track. Make a plan today to turn at least 2 of those zero answers into a + 10 point answer. **You can do it!**



# Check Out the Chow

**As a group, answer these questions:**



1. What was your teen's score? \_\_\_\_\_

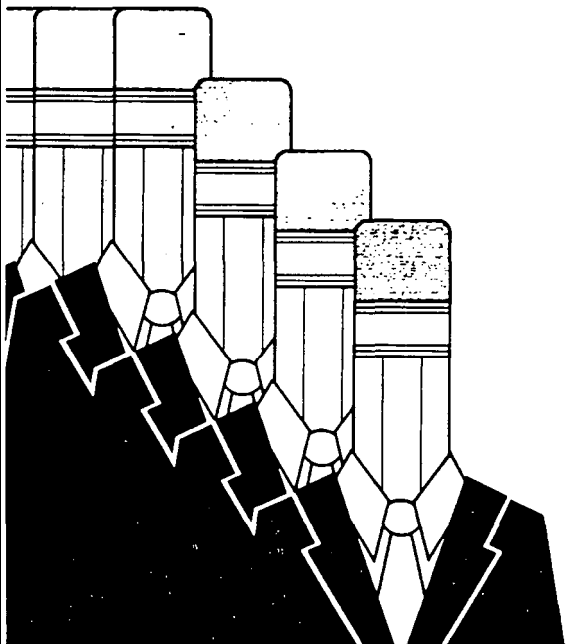
2. What food groups was your teen skipping or lacking? \_\_\_\_\_

3. Give three realistic suggestions about how your teen could change his/her eating habits to meet the guidelines set in the Food Guide Pyramid Guidelines.

**1.** \_\_\_\_\_

**2.** \_\_\_\_\_

**3.** \_\_\_\_\_

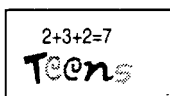


# It All Adds Up Scorecard

Group # \_\_\_\_\_

## Teens Sessions

		Group Members					
	Points	Peer Leader:					
#1: Assignment: What I Actually Ate: Two-Day Food Record	2						
#2: Assignment: Complete 2-day Food Record	2						
Back Again Return Card 1	3						
#3: Assignment: A Challenge I can Meet #1	2						
#4: No written assignment.							
#5: Assignment: I'm in the Mood for Low-Fat Fast Food	2						
Back Again Return Card 2	3						
#6: Assignment: A Challenge I Can Meet #2	2						
#7: Assignment: Breaking Through Breakfast Barriers	2						
Back Again Return Card 3	3						
#8: Assignment: A Challenge I Can Meet #3	2						
#9: Assignment: Keep Your Options Open	2						
#10: Assignment: What I Actually Ate - Two-Day Food Record	2						



Add up the points!

# Teens RETURN CARD #1

With help from your teen, write down three of your family's favorite snacks.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Are any of these low in fat? (Low-fat foods would be foods naturally low in fat like fruits and vegetables or less than 3 grams of fat per serving as listed on a food label.) Think of three lower-fat snack options and write them here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Try one of your low-fat alternatives this week!**

☐ Yes! I read the Parent Pack and will send my coupons when we have completed some of the activities.

☐ Yes! We did the Parent Pack Assignment on this Return Card!

\_\_\_\_\_

print name of student

\_\_\_\_\_

Parent signature

# Teens RETURN CARD #1

With help from your teen, write down three of your family's favorite snacks.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Are any of these low in fat? (Low-fat foods would be foods naturally low in fat like fruits and vegetables or less than 3 grams of fat per serving as listed on a food label.) Think of three lower-fat snack options and write them here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Try one of your low-fat alternatives this week!**

☐ Yes! I read the Parent Pack and will send my coupons when we have completed some of the activities.

☐ Yes! We did the Parent Pack Assignment on this Return Card!

\_\_\_\_\_

Print name of student

\_\_\_\_\_

Parent signature

# FOODS FOR DUDES

## Session Two

- Donny:** Hey, I hear a munch, I hear a crunch, it's time for lunch and FOODS FOR DUDES with Donny—
- Darlene** And Darlene.
- Donny:** Welcome to Foods for Dudes, the call-in show for kids who like to eat.
- Darlene:** And who doesn't? (*haha*)
- Donny:** Right Dar. Say before we start, I'd just like to say thank you to all the teens who've been sending in their questions. Our mail room is overloaded and we'll answer them all just as soon as we can.
- Darlene** Oh, that reminds me Donny. Rod, in the mail room asked me to remind all of our listeners not to send food in the mail. That means you, Carla from Hackensack, New Jersey – no more pepperoni pizza tucked inside those letters – that's a no-no.
- Donny:** Right Dar. Tell you what. Let's go ahead and start the show with our first caller. That should be Eric. Hello, Eric, are you there? You're on the air.
- Eric:** Hi.
- Darlene** Welcome, Eric. Where are you calling from?
- Eric:** My school.
- Darlene** Great and where is your school?
- Eric:** Chico, California.
- Donny:** (*Sings*) California, here I come . . . . Okay Eric, what's your question?
- Eric:** Well, there's a lot of talk about eating low-fat foods and stuff and I was wondering what fat really does. I mean should you not eat any fat? Should you eat some fat? What does it do to you, anyway?
- Donny:** Eric that is a wonderful question, wouldn't you say, Darlene?
- Darlene** I would have to agree Donny. Eric, thank you for that question. If you don't mind Donny, I'd like to take a stab at it. Eric, your body does need some fat to grow and be healthy, but too much fat, Eric, can be very harmful to your body. Eating too much fat can make you overweight and affect your energy levels.
- Donny:** I'd like to add something there Darlene.

**Darlene** I'm not through, Donny. As I was saying Eric, before I was so rudely interrupted, at your age you need plenty of energy to do all the things you like to do and even the things you might not like to do, like chores. So some fat is really important. However, people who eat high-fat diets have a higher risk of heart disease, strokes, and some kinds of cancer. The-

**Donny:** I'd like to continue if I could Dar-

**Darlene** I'm not finished Donny.

**Donny:** Well it's my turn Darlene.

**Darlene** I said, I'm not finished.

**Donny:** It's time for me to put in my two cents Darlene.

**Darlene** You can do it in a minute Donny.

**Donny:** Don't be an air hog Darlene!

**Darlene** I am not an air hog Donny. I am trying to answer Eric's question. Now Eric, the other thing is that when you eat lots of foods that are high in fat you are probably getting really full and not eating some of the other foods that your body really needs to grow, especially at your age – what is your age?

**Eric:** Thirteen.

**Darlene** Yes, especially at thirteen. You need to make sure you're getting enough calcium – that's in milk or milk products like yogurt or cheese – and lots of fruits and vegetables and plenty of foods from the bread group. This is a very important time in your life!

**Donny:** Absolutely. Are you finished Darlene?

**Darlene** Oh go ahead. You are such a baby sometimes Donald!

**Donny:** You still there Eric?

**Eric:** Uh yeah.

**Donny:** It is true, as my kooky co-host said—

**Darlene** Kooky? Are you being cute?

**Donny:** Dar, I'm always cute and don't you forget it!

**Darlene** Oh Donny, you know I can never really stay mad at you for very long.

**Donny:** I hope not, Dar. You know I'm always on your side.

**Darlene** Thanks Donny.

**Donny:** Right Dar. As I was saying; it's true you can eat too much fat, but some people decide not to eat any fat and that's dangerous too. The fat on your body actually acts as a cushion or protector of your body's organs and it's a source of energy . If you didn't have some fat in your diet you'd be hungry all the time.

**Darlene** Good point Donny. Another reason why your body needs fat is because some of the vitamins you need like . . .

**Donny:** Oh Dar, I love when you talk vitamins. Go ahead, do it some more.

**Darlene** (*Embarrassed laughter*) Oh Donny, really. As I was saying Eric, vitamins A, D, E, and K are important fat-soluble vitamins that you get through fats and oils in the food you eat.

**Donny:** Oh Dar. You're too much.

**Darlene** Oh stop it now. So Eric, does that answer your question?

**Eric:** I think so. It means I can have my pizza and eat it too, as long as I eat some fruits and vegetables with it and a glass of milk.

**Donny:** Way to go Eric. Skip the pepperoni on the pizza, make sure the milk is fat-free, and you've got a totally cool meal.

**Darlene** Basically, Eric, the word for the day is balance. You need some fat, but not too much, and you need to eat a variety of healthy foods.

**Donny:** I couldn't have said it better myself.

**Darlene** I know. Just kidding. I think that's all we have time for today.

**Donny:** Thank you Eric from Chico, California. This is Donny –

**Darlene:** And Darlene –

**Donny:** Signing off – till next time on –

**Don & Dar** Foods For Dudes

**Darlene** And remember we eat lunch . . .

**Donny:** So you eat lunch.

## LABEL LITERACY

Approx. Minutes	Activities	Teacher Materials	Student Materials
15	1. Food Record Assessment and Sampling Snacks		TEENS Student Notebook and Folder TEENS Group File Snacks*
10	2. Foods for Dudes	Cassette Player Foods for Dudes Session 3 Cassette Overhead Projector Transparency #4 and #5	
15	3. Race for Labels	Snack Food Packages	TEENS Peer Leader Guide TEENS Group File
5	4. Assignments & Scoring	Transparency #6	
<b>Total: 45</b>			



\*See **SNACK AND REQUISITIONS** section of this manual for recommended snacks and supplies.

### Activity 1: Food Record Assessment and Sampling Snacks \_\_\_\_\_

- A. Ask students to take out the Food Records they completed for class today.
- B. Tell the Peer Leaders to take out the Session 3 folder from their **TEENS Group File** and give each student a **Check Out the Chow** assessment.
- C. **INSTRUCT THE STUDENTS:**

1. Fill out the sheet for each day of your food records. There are two sheets, one for each day.

## INSTRUCT THE STUDENTS: (Continued)

2. Answer the questions based on what you ate that day.
3. Then add your scores together and divide by two to get your average score like you did last time for your group's teen on the video.
4. You can find out what this score means by looking at the last page of the Check Out the Chow assessment. This is the same way you evaluated the diets of the students on the video.

D. Tell them that you will hand out another low-fat snack for them to try while they are working.

1. **Distribute the snack.**

2. Tell students they will have a chance to rate the snack at the end of the session.

E. Allow students 7-8 minutes to complete their sheets.

F. Discuss the students' scores as time permits.

**ASK:**

- How many of you got a score of 80 or better?
- How many of you scored less than 50? What would be the easier way for you to increase your scores?

## Activity 2: Foods for Dudes \_\_\_\_\_

A. Explain that they will now listen to the next Foods for Dudes call-in show. Tell the students to clear their desks or tables so they can listen.

B. Play **Foods for Dudes Session 3 Cassette**.

*(A script for this show is included at the end of this session.)*

C. Project **Transparency 4** when Donny and Darlene begin discussing the food label, and point to each part of the label as it is explained. There is a copy of this transparency on Page 6 of their Student Notebook.



- D. After the cassette is over, project **Transparency 5** and instruct students to turn to **Label Lingo** on **Page 7** of their notebook. Emphasize the parts of the food label that are most important for them to know.

**POINT OUT:**

- **Serving Size:** the amount of food that is usually considered one portion or one serving.
- **Amount Per Serving:** the number of **Calories** listed is the amount of calories in one serving.
- **Total Fat:** the number of **grams** (abbreviated as “g”) listed is the amount of fat in one serving.

- E. Explain that **1 teaspoon of fat equals approximately 4 grams of fat.**

1. Ask how many teaspoons of fat are in the one serving of the food in this package.  
(*Total Fat: **3 grams of fat** or about 3/4 teaspoons of fat.*)
2. **EXPLAIN:**

Although snacks that are considered low-fat have 3 grams of fat or less per serving, you might wonder how many grams of fat are too much for other types of foods. One guideline is to look for foods that have 30% or less of their calories from fat. For example, this label shows a food that has 90 calories per serving and 30 calories from fat, or 30% of the calories from fat so it is a low-fat food. Don't count out a food just because it is high in fat. What is **most** important is the fat we eat over the total day or over about five days. **Per day, most teens need 66-83 grams of fat and between 2000-2500 calories.** If you are tall or very active, you may need more. If you are small and not very active, you may need less. It's important to remember that you are doing a lot of growing right now, so you do need some fat, just not too much.

### Activity 3: Race for Labels \_\_\_\_\_

- A. Explain that they will be playing a game involving label reading, using their own judgement about what foods are low in fat.
1. Call on four students to volunteer and come up to the front of the room.
  2. Give each student one of the food packages for similar products marked **Activity 3, Part A.**

3. Ask for another volunteer to arrange the students in order, guessing the amount of fat per serving in their packages, going from least to most. They should not look at the labels yet:
  4. Tell the students to read the amount of fat per serving on each label and rearrange themselves if necessary.
  5. Once completed, tell the students to be seated.
  6. Explain that it's sometimes hard to know how much fat is in a food without looking at the label.
- B. Instruct Peer Leaders to set up the two game tables with the snack food packages, while you give the rest of the class the directions to the game. Tell the Peer Leaders to be sure that there is a **mix of high- and low-fat food packages at each table.**

**EXPLAIN:**

- We will now have a relay race to select-the products with the lowest fat per serving.
- The class will be divided into two teams and each team will stand in a line a few feet from one of the tables of snack food packages-that the Peer Leaders are now preparing.
- When I say “**GO**,” the first member of each team will rush to their team’s snack table and choose one snack that they think is low in fat, and then bring it back to the Peer Leaders assigned to each team.
- You can look at the label of the package, of course, but you must hurry because each pair of contestants will only get 5 seconds to choose an item.
- The next contestant on each team will be given 5 seconds to select another snack food that is low in fat, and so on, until everyone on both teams has had the chance to play the game.  
*(An extra student on one team will mean that the other team will need to have one of their students go twice.)*
- The Peer Leaders will time the 5 seconds you get to make your choice and they will add up the **Total Fat per Serving** of each of the snack food packages collected by each team.
- The team whose snack food packages add up to the lowest number of grams of fat wins the game.
- By the way, be sure you and your team members do not shout out which packages your team members should choose. Any team shouting out the names of foods to their teammates while they are choosing a snack food package will be penalized by having an **extra 10 grams of fat added to their total score.**

- C. Ask students if they have any questions, and then have students number off into two teams or call out the names of the first team and then the second team. Peer Leaders will assist with the timing and scoring of the game, but not be included on either team. **Be sure to have teams stand far enough away from the tables so the students can't see the packages until it is their turn.**
- D. Play the game, and declare the winning team at the conclusion.
1. Spend some time discussing the food items selected by each winning team, **as time permits.**
  2. Emphasize that low-fat snacks are those that have **about 3 grams of fat or less per serving**, and urge students to check the **Nutrition Facts** on the package.
  3. Tell students to return to their small group seats.
- 

## Activity 4: Assignments & Scoring

- A. Inform students that their assignment is to try to meet **the challenge of choosing two low-fat snacks and/or beverages with no added sugar (like 100% fruit juice) for the next two days.**
1. Tell Peer Leaders to find the sheets **A Challenge I Can Meet – #1** in the Session #3 section of their group file and distribute one sheet to each student in the group.
  2. Project **Transparency 6**, and read aloud (or ask Peer Leaders to read aloud) the **Challenge #1 Statement** at the top of the page.
  3. Instruct students to look at their **Food Records** to see when they usually eat high-fat snacks and sugar-added beverages. Remind them that sugar-added beverages like soft drinks add lots of calories, but no nutrients that their bodies need. 100% fruit juice tastes great and has important nutrients they need.
  4. Then, point out the lines for them to write down two of the “Sensational Snacks” – low-fat snacks of about **3 grams or less per serving** and no-added-sugar beverages – they think they could eat or drink instead for the next two days.
  5. Tell students to bring their completed challenge to the Session 5 TEENS class. Tell them the date of Session 5 and have them write that date on the “Date due” line at the top of the page.

B. As an example to students, fill in **Transparency 6** with the challenge you will personally try to meet.

1. Point out the **Challenge Check** boxes, emphasizing that this is where they check that they achieved their challenge each day and record the date.
2. Emphasize the **problems or barriers** lines after each **Challenge Check**, and ask students what they think this means.
3. Reinforce the responses by telling students that if they do not achieve their challenge for one of the days, they can use this space to write down the reason or reasons why they were not able to achieve it, and then they can try again. They will have one week to complete their challenge.
4. Instruct students to fill in their **Challenge #1 Statement**, and begin thinking about and filling in the **Day 1** and **Day 2** charts with the high-fat snacks and beverages with sugar added they usually eat.
5. Tell students they will be handing in the Challenge in Session 5 on \_\_\_\_\_.  
Date

C. Remind students of the snack they tasted earlier and tell them to find that snack on the Sensational Snacks list under the Snacks & Recipes section of their notebook.

1. Explain that they should evaluate it by filling out their rating of the snack on the **Sensational Snacks** list on Page 19 of their notebook.
2. Ask for some class reactions to the snack, **as time permits**.
3. Encourage students to try snacks on this list that they have never eaten and then check off and rate them on this page.

D. Ask Peer Leaders to take out their group's **It All Adds Up Scorecard**.

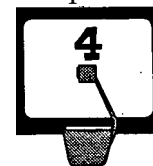
1. Ask Peer Leaders to record any points in the Session #1 , #2, or #3 section that the members of their group scored for completing their assignment **Two Day Food Records**, and returning their **Back Again Return Card 1**.
2. Tell Peer Leaders to collect the Back Again Return Cards and Check Out the Chow sheets and put them in the yellow student folders at the back of the Group File.
3. Encourage students who have not completed past assignments, or have not returned

their return card, to do so as soon as possible.

4. Ask Peer Leaders to point out today's assignments in the Session #3 section.
5. Remind students that when they complete that assignment and bring, it back to the next TEENS class, the Peer Leader will record the points they scored.

## Notes & Reminders

- Check to be sure you have all of the materials and supplies needed for the Food Facts stations during Session #4 and #5. See the **Materials & Supplies** list at the end of each station.



## Crazy Crunch Crackers

### Nutrition Facts

Serving Size, 10 crackers  
Servings Per Container 12

#### Amount Per Serving

Calories 200      Calories from Fat 50  
% Daily Value\*

<b>Total Fat</b> 5.5g	9%
Saturated Fat 0g	0%
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 300mg	13%
<b>Total Carbohydrate</b> 13g	4%
Dietary Fiber 3g	12%
Sugars 3g	

#### Protein 3g

Vitamin A 0%	• Vitamin C	0%
Calcium 0%	• Iron	4%

\* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:

Fat 9 • Carbohydrates 4 • Protein 4

## Full O' Fat Cookies

### Nutrition Facts

Serving Size 2 cookies  
Servings Per Container 25

#### Amount Per Serving

Calories 300      Calories from Fat 150  
% Daily Value\*

<b>Total Fat</b> 16.5	27%
Saturated Fat 0g	0%
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 300mg	13%
<b>Total Carbohydrate</b> 13g	4%
Dietary Fiber 3g	12%
Sugars 3g	

#### Protein 3g

Vitamin A 0%	• Vitamin C	0%
Calcium 0%	• Iron	2%

\* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:

Fat 9 • Carbohydrates 4 • Protein 4



# Label Lingo

Food label title

Number of grams (g) of fat in each serving of this food

Nutrients affecting your health with the amount in grams (g) or milligrams (mg) listed

Daily amounts of nutrients based on 2000 and 2500 calorie daily food intake

## Nutrition Facts

Serving Size 1/2 cup (114g)

Servings Per Container 4

### Amount Per Serving

Calories 90      Calories from Fat 30

% Daily Value\*

**Total Fat** 3g 5%

Saturated Fat 0g 0%

**Cholesterol** 0mg 0%

**Sodium** 300mg 13%

**Total Carbohydrate** 13g 4%

Dietary Fiber 3g 12%

**Sugars** 3g

**Protein** 3g

Vitamin A 80% • Vitamin C 60%

Calcium 4% • Iron 4%

\* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:

Fat 9 • Carbohydrates 4 • Protein 4

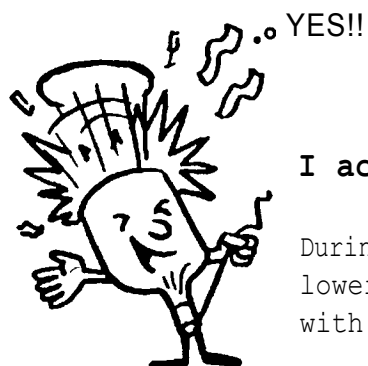
Serving size stated in commonly served portions

Daily Value is a guide to a day's intake of each nutrient

% Daily Value shows each nutrient in this food product as part of a 2000 calorie daily intake. For example, this product provides 5% of the Daily Value of fat per 1/2 cup serving

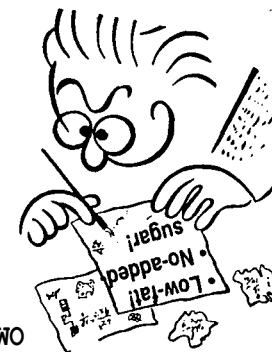


# A Challenge I Can Meet #1



I accept the challenge . . .

During the next 2 days, I, \_\_\_\_\_, will try to eat **TWO** lower-fat snacks and beverages with no added sugar instead of high-fat snacks and beverages with added sugar.



Day 1: \_\_\_\_\_  
Date

Some of the high-fat snacks and sugar added beverages I usually eat:

---

---

---

The two low-fat snacks and/or beverages with no added sugar I plan to eat instead:

1. \_\_\_\_\_

2. \_\_\_\_\_



**Day 1 Challenge Check**

**I DID IT! I achieved my challenge!**

\_\_\_\_\_  
(Signature)

Day 1 problems or barriers? \_\_\_\_\_

Day 2: \_\_\_\_\_  
Date

Some of the high-fat snacks and sugar added beverages I usually eat:

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The two low-fat snacks and/or beverages with no added sugar I plan to eat instead:

1. \_\_\_\_\_

2. \_\_\_\_\_

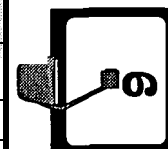


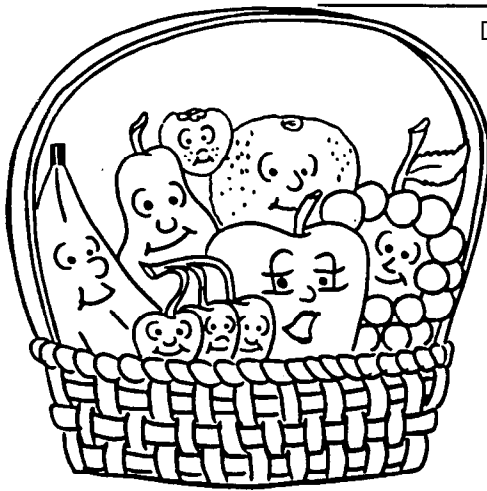
**Day 2 Challenge Check**

**I DID IT! I achieved my challenge!**

\_\_\_\_\_  
(Signature)

Day 2 problems or barriers? \_\_\_\_\_





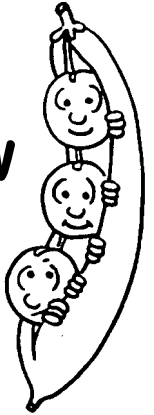
Date \_\_\_\_\_



Name \_\_\_\_\_

# Check Out the Chow

## Day 1



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 or more servings = 10 points  
 1 - 2 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_ (points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points  
 1 - 2 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_ (points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points  
 1 - 3 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_ (points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points  
 1 - 3 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_ (points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points  
 1 - 3 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_ (points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points  
 3 - 4 servings = 5 points  
 More than 4 servings = 0 points

\_\_\_\_\_ (points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
 No = 0 points

\_\_\_\_\_ (points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

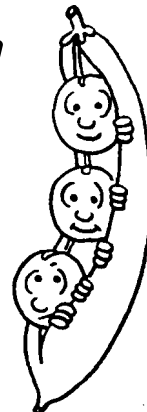
Yes = 10 points  
 No = 0 points

\_\_\_\_\_ (points)



## Check Out the Chow

### Day 1 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?

Yes = 0 points

No = 10 points

\_\_\_\_\_  
(points)

10. Did you skip any meal?

Yes = 0 points

No = 10 points

\_\_\_\_\_  
(points)

**TOTAL SCORE**

\_\_\_\_\_  
(points)

Now look on the next page to score your Day 2.





Date \_\_\_\_\_



Name \_\_\_\_\_

# Check Out the Chow

## Day 2



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3-4 or more servings = 10 points

1 - 2 servings = 5 points

\_\_\_\_\_ (points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 or more servings = 10 points

1 - 2 servings = 5 points

0 servings = 0 points

\_\_\_\_\_ (points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

\_\_\_\_\_ (points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

\_\_\_\_\_ (points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

\_\_\_\_\_ (points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points

3 - 4 servings = 5 points

More than 4 servings = 0 points

\_\_\_\_\_ (points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points

No = 0 points

\_\_\_\_\_ (points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

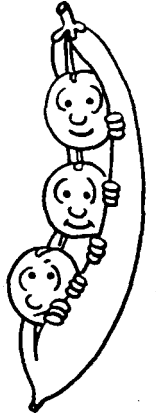
Yes = 10 points

No = 0 points

\_\_\_\_\_ (points)



## Check Out the Chow Day 2 (Continued)



9. Did you drink more than 12 oz. (1 can)  
of pop?

Yes = 0 points  
No = 10 points

\_\_\_\_\_  
(points)

10. Did you skip any meal?

Yes = 0 points  
No = 10 points

\_\_\_\_\_  
(points)

**TOTAL SCORE**

\_\_\_\_\_  
(points)

Now look on the next page to interpret your score!





Date \_\_\_\_\_

Name \_\_\_\_\_

# Interpreting Your Score

Add your total scores for the two days together and find your average score for the two days. To do this:

- 1) First add up your score for 2 days. *Example*  $40 + 80 = 120$ .
- 2) Then divide your total by 2. *Example:*  $120 \div 2 = 60$ .

$$\text{Day 1 score} + \text{Day 2 score} = \text{Total score} \div 2 = \text{Average score}$$

## 80 or above:

If your average score for the two days is **80 or above**, **Congratulations!** You are eating a healthy diet with good variety from different food groups. You have eating patterns that will keep your body healthy and give you nutrients to grow well, be strong, and be active. **Keep up the GREAT work!!!**

## 50 - 79:

If your average score for the two days is **less than 80, but more than 49**, it's time to take stock. Where are you losing points? Are there some food groups you've been missing? Are you eating too much junk food like pop, sweets, and high-fat foods? Make a plan today to turn one of those zero answers into a + 10 answer. Keep working at it – you're not too far from a healthy diet and feeling and growing great!

## Less than 50:

If your average score is less than 50, you are getting into some bad habits. Not eating well can hurt you in the short and long run. In the short run, it can mean that you may not grow to your full potential, that you will lack the energy and strength to do the things you want to do and it may be hard to concentrate in school. In the long run, what you eat can affect your chances of getting cancer, heart disease, and other diseases, and how fit and active you can be when you are an adult. So . . . start now and bring your food choices back on track. Make a plan today to turn at least 2 of those zero answers into a + 10 point answer. **You can do it!**

Name \_\_\_\_\_

# A Challenge I Can Meet #1

Date due \_\_\_\_\_ YES!!



**I accept the challenge...**

During the next 2 days, I, \_\_\_\_\_, will try to eat **TWO** lower-fat snacks and/or beverages with no added sugar instead of high-fat snacks and beverages with added sugar.



**Day 1:** \_\_\_\_\_

Date

Some of the high-fat snacks and sugar added beverages I usually eat:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The two low-fat snacks and/or beverages with no added sugar I plan to eat instead:

1. \_\_\_\_\_
2. \_\_\_\_\_



**Day 1 Challenge Check**  
**I DID IT! I achieved my challenge!**

(Signature) \_\_\_\_\_

Day 1 problems or barriers? \_\_\_\_\_

**Day 2:** \_\_\_\_\_

Date

Some of the high-fat snacks and sugar added beverages I usually eat:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The two low-fat snacks and/or beverages with no added sugar I plan to eat instead:

1. \_\_\_\_\_
2. \_\_\_\_\_



**Day 2 Challenge Check**  
**I DID IT! I achieved my challenge!**

(Signature) \_\_\_\_\_

Day 2 problems or barriers? \_\_\_\_\_

# FOODS FOR DUDES

## Session Three

- Donny:** Hey, I hear a munch, I hear a crunch, it's time for lunch and **FOODS FOR DUDES** with Donny –
- Darlene** And Darlene. Welcome to Foods for Dudes, the call-in show for kids who like to eat-and who doesn't? (*haha*)
- Donny:** Nobody I know Darlene.
- Darlene** Say, we received a terrific letter from Theresa in Brownsville, Texas —
- Donny:** Ah, Brownsville. (*sings*)...Deep in the heart of Texas...You know, why do you think they named it Brownsville-it really sounds so dull. Why not Redsville or Yellowsville? You know what I mean?
- Darlene** You really are so creative Donny. Anyway, Theresa says here that she has been making her own pizza snack after school using pita bread that is spread with low-fat cream cheese. She adds some carrots and peppers and smothers it with salsa and awaaaaaaaay she goes.
- Donny:** Sounds great! A pita pizza! Hey, you can have a pita my pizza-get it? A pita my pizza? Oh, that's funny. That is funny! So Darlene 'what fantastic little prize do we have for Theresa in Brownsville, Texas?
- Darlene** Well, Donny. We love to give prizes for great, new low-fat recipes from our listeners. So just for you, Theresa from Brownsville we have an autographed copy of the new and improved **FOODS FOR DUDES** cookbook!
- Donny:** And we'll save your recipe for the next edition. Now Darlene, I think we have a caller on the line. Are you there? Let's see, this should be Marley. Are you there Marley?
- Marley:** Hi.
- Donny:** Greetings, Marley. And where are you calling from?
- Marley:** East Lansing, Michigan.
- Donny:** East Lansing! Hey! (*sings*) East is east and west is west and I bet you like East Lansing best!
- Darlene** What's your question, Marley?
- Marley:** Well, I decided that I wanted to eat foods that didn't have so much fat in them so I started looking at the labels, but there's so much stuff on there—I don't even understand it. What do all those numbers mean?



**Darlene** Marley that is a wonderful question. A brilliant question! A stellar question. Those nutrition labels can be so confusing.

**Donny:** Confusion thy name is nutrition labels!

**Darlene** Oh Donny you're so literary!

**Donny:** So Marley you want to cut down on fat and that's why you're looking at labels, right?

**Marley:** Right.

**Darlene** Well now do you have a label in front of you?

**Marley:** Yeah, it's for some low-fat crackers.

**Donny:** This girl is with it, Darlene. I mean that. She is really with it. Say, all you listeners out there, go grab yourself a food label and follow along.

**Darlene** Okay, Marley. Now either on the top or on the side where it says nutrition facts you'll see what-it says for a serving size. It might say a cup or a certain number of crackers. That tells you that all the information on the label applies to that serving size. It also tells you how many servings are in one package.

**Donny:** If you don't mind Darlene—

**Darlene** I do Donny.

**Donny:** Hey Dar. Go eat a food label or something, will ya? This serving size thing is very important because you might just look at how much fat is in the food and think hey, there's only 5 grams of fat in this bag of chips-then you read the fine print and find out that there are really six servings in the bag or 30 grams of fat if you eat the whole bag!

**Darlene** Is that all Donny?

**Donny:** Not really. There's a part on the label Marley, where it says "Total Fat" and that's really what you want to look for, just remember it's total fat *per serving*.

**Marley:** What's that calories from fat thing?

**Donny:** That's how much of the calories in the food come from fat. You can use that number to help you figure out the percent of calories that come from fat. In general, what you want to look for is a food that has 30% or less calories from fat. I'm gonna let Darlene here give you an example because you can't see this Marley, but the look on her face could turn a glass of milk into sour cream.

**Darlene** Thank you Donny, for that ever so gracious comment.

**STATION-TO-STATION FOOD FACTS**

<b>Approx. Minutes</b>	<b>Activities</b>	<b>Teacher Materials</b>	<b>Student Materials</b>
10	1. Foods for Dudes	Foods for Dudes Session 4 Cassette Cassette Player	
30	2. Food Facts Stations* Sampling Shacks	Station Materials & Supplies*	TEENS Peer Leader Guide Snacks* TEENS Student Notebook and Folder  TEENS Group File
5	3. Assignments & Scoring		
<b>Total: 45</b>			

\*See the **Materials & Supplies** list at the end of each station.

Set up stations before the class begins. The microwave popcorn for Station #2 needs to be popped before the classroom session.

**Activity 1: Foods for Dudes** \_\_\_\_\_

- A. Remind the students that their Challenge #1, to eat two low-fat snacks or no-sugar added beverages for two days, is due during the next TEENS session on \_\_\_\_\_.  
Date
- B. Tell the students they will now hear another Foods for Dudes radio show. Tell them to clear their desks or tables so they can listen.
- C. Play **Foods for Dudes Session #4 Cassette**.
- D. Briefly discuss some of the main points on the cassette.

**ASK:**

- What mistake did Donny make regarding the words “Total Fat” on the label of his snack?  
*(The “Total Fat” was the amount of fat in 1 serving, and that was only 6 cruncharoonies, not the whole bag.)*
- Do foods that have little fat in them, also have few calories?  
*(Not necessarily!)*

E. Review the points made on the cassette.

**STATE:**

- Foods have calories.
- Foods with a lot of fat tend to have a lot of calories, but so do foods with a lot of sugar.
- An example of this that Darlene gave was Mountain Dew. It has no fat, but a 12-ounce can has over 100 calories – all from sugar and there are no other nutrients.
- To use another example, apples, bananas, or orange juice don’t have any fat, but they do have some calories from fructose – the natural sugar in fruit.
- But these fruits, unlike the pop, also give you Vitamin C and other important nutrients.
- Therefore, you should try to choose your calories wisely by eating foods that are high in nutrients (like fruit, fruit juices, vegetables) and low in fat (like skim milk and whole grains).

## Activity 2: Food Facts Stations \_\_\_\_\_



**Prior to this session, be sure all of the supplies are available for each of the four stations. See the Food Facts Stations – Materials and Supplies list at the end of each station.**

**The microwave popcorn for Station #2 activity will need to be popped ahead of time.**

- A. Emphasize to students that they will now have the opportunity to discover a number of interesting facts about the fat and/or calories in several different foods and beverages.
- B. Remind Peer Leaders that they were assigned stations in their Peer Leader training and tell them to go to their assigned stations. They should bring their Peer Leader Guides to help them.
  - 1. Tell students to turn to **Station-to-Station Food Facts** beginning on **Page 8** of their

notebook, and point out that they will visit each of the four stations listed in their notebook.

2. Explain that the class will do this activity in their small groups, and each group will take turns visiting the four stations that have been set up around the room.
3. Assign which groups start at which stations, and explain that there will be a Peer Leader at each station to direct the activity.
4. Emphasize that they only have about **6-7 minutes per station**, so they need to listen carefully to what the Peer Leader says and follow his/her directions.
5. Demonstrate the “traffic flow” from station to station, with Station 1 participants moving on to Station 2, Station 2 to Station 3, etc., and with Station 4 participants moving to Station 1. Use the station number signs included with the station materials.

C. Instruct students to take their notebook and a pen or pencil to the station they have been assigned, and start the activity.

1. Time students for approximately 6-7 minutes per station,
2. Monitor stations as you time the activities to be sure students are participating and moving from station to station correctly.

D. Discuss any comments or questions students may have after all groups have visited every station, **as time permits**.

## Activity 3: Assignments and Scoring

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A. Remind students of the snack they tasted at Station #3 and tell them to find that snack on the **Sensational Snacks** list on Page 19 under the **Snacks & Recipes** section of their notebook.

1. Explain that they should evaluate it by filling out their rating of the snack on the **Sensational Snacks** list in their notebook.
2. Ask for some class reactions to the snack, **as time permits**.
3. Encourage students to try snacks on this list that they have never eaten and then check off and rate them on this page.

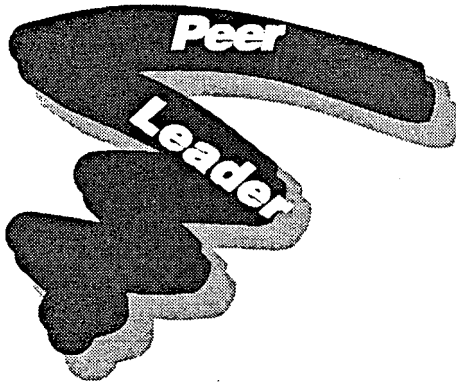
B. Tell students their, **assignment** for today is to tell one other person they know, who is not in this class, about some of the surprising information they learned today.

C. Ask Peer Leaders to take out their group's **It All Adds Up Scorecard**.

1. Ask Peer Leaders to record any points in the Session #1, #2, or #3 sections that the members of their group scored for completing their previous assignments.
2. Remind students that they should be completing their Challenge #1 sheets because they will be due in Session 5 on \_\_\_\_\_  
Date of session
3. Encourage students who have not completed past assignments, or have not returned their Return Card, to do so as soon as possible.
4. Tell Peer Leaders to place any assignments or Return Cards in the appropriate yellow student folders at the back of the Group File.

## Notes & Reminders

- Fast forward the **Foods for Dudes** cassette tape so it will be ready for Session 5.

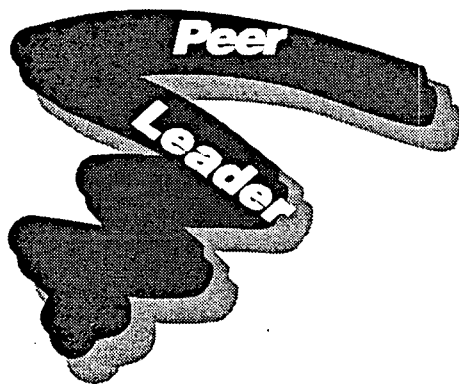


## STATION #1

### Chip Choices

1. **Tell students:** Turn to Page 8 in your notebooks to find the sheet labeled **Station #1**.
2. Show the students the Ruffles Cheddar and Sour Cream potato chips. Do not show them the label.
3. **Ask one student:** Please reach in the bag and pull out the amount of chips you usually eat for a snack.
4. **Tell student:** Count the number of chips in your usual serving.
5. **Tell the rest of the group:** Now, by looking at how many chips are here, estimate how many chips the rest of you usually eat for a snack, and write that number in #1 on your sheet. For example, if you think you eat about twice this much, double the number.
6. Show students the serving size portion of the label and count out 11 chips. Point out how much fat is in just 11 of the chips. In 11 chips there are 10 grams of fat.
7. **Tell students:** Write in the number of chips in a serving size in #2 on your sheet. Write the amount of fat in a serving in #3 on your sheet.
8. **Tell students:** Figure out how many servings you actually do eat. You can do this in #4 on your sheet. Write down the number of chips you usually eat and divide that by the number of chips that the bag says are in a serving size.
9. **Tell students:** You can find out how much fat you eat when you eat chips by filling in #5 on your sheet. Write down the amount of fat per serving and multiply that number by the number of servings you usually eat. Remember, the average number of fat grams teens need *in a day* is between 66 and 83 grams of fat.

This shows how important it is to look at the serving size. You might think that something is low in fat because it doesn't have very many grams of fat on the label, but you have to look at the serving size and how much you really eat.



## STATION #1

### Chip Choices (Continued)

10. Show the students the bag of Rold Gold Fat Free Pretzels. Do not show them the label.
11. **Ask one student:** Please read the serving size on the pretzel label. How many calories and how much fat is in a serving of pretzels?

**Ask the group:**

Is the serving size for pretzels bigger or smaller than for chips?

Is there more or less fat in a serving of pretzels than in a serving of chips?

How much less?

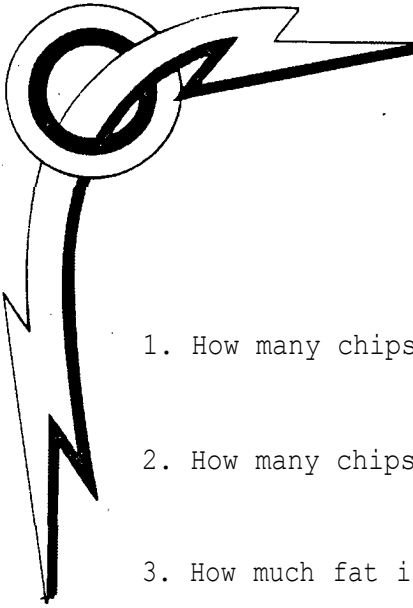
12. Show the amount of calories on the label.  
Ask: Why do pretzels have calories if they don't have any fat?

*Answer: All foods have some calories. The calories in pretzels come from carbohydrates which give your body energy.*

#### Supplies needed:

2 paper plates  
1 bag Ruffles Cheddar and Sour Cream Potato Chips and clip  
1 bag Rold Gold Fat Free Pretzels  
Paper towels or napkins





# Station #1

## Chip Choices

1. How many chips do you usually eat at one time?
2. How many chips are in one serving of chips?
3. How much fat is in one serving of chips?

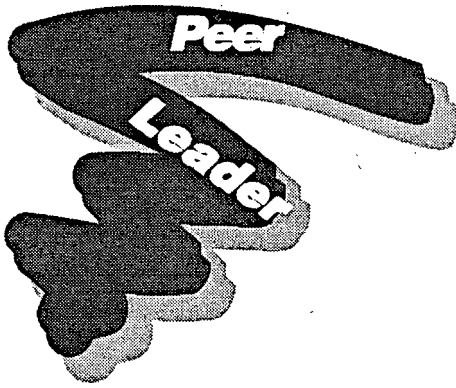
□

4. How many servings of chips are you actually eating?

$$\frac{\text{Number of chips you usually eat}}{\text{Number of chips in a serving}} =$$

5. How much fat are you eating when you eat chips?

$$\text{Amount of fat per serving} \times \text{Number of servings you eat} =$$



## STATION #2

### Skip the Chip

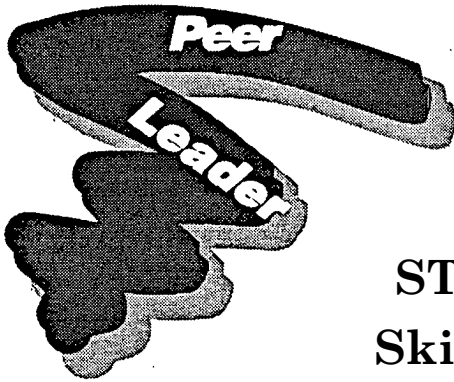
1. **Tell students:** Turn to Page 9 in your notebooks and find the sheet for Station #2.
2. Show students the bag of Restaurant Style Tostitos Corn Chips. Do not show the label.
3. Show students the box from the Pop Secret Butter Flavored 94% Fat Free Microwave Popcorn. Do not show them the label.

**Tell the group:** This is the type of popcorn that is in the bowl on the table.

4. **Ask one student:** Please read the question on the sheet.

How many cups of Pop Secret Butter Flavored 94% Fat Free Popcorn have the same amount of fat as six Restaurant Style Tostitos Corn Chips?

5. **Tell students:** Write down your answers on your sheet in the box that says, “My Guess.”
6. Ask each person in the group to say their guess.
7. Using the one-cup measuring cup scoop out 18 cups of popcorn into the empty bowl.  
**Tell the group:** It would take 18 cups of popcorn to equal the fat in six of the Tostitos chips. Write “18” in the correct answer box on your sheet.
8. Show the group the label which shows that one serving of the chips is 6 chips and contains 6 grams of fat. One six-cup serving of the popcorn has 2 grams of fat so 18 cups has 6 grams of fat.
9. **Ask one student:** Read the amount of calories per serving on the popcorn label and on the chip label.
10. **Tell the students:** The chips and the popcorn have almost the same amount of calories for one serving, but you get a lot more to eat and less fat if you choose the popcorn.
11. **Ask one student:** Read the Fun Fact at the bottom of your sheet.

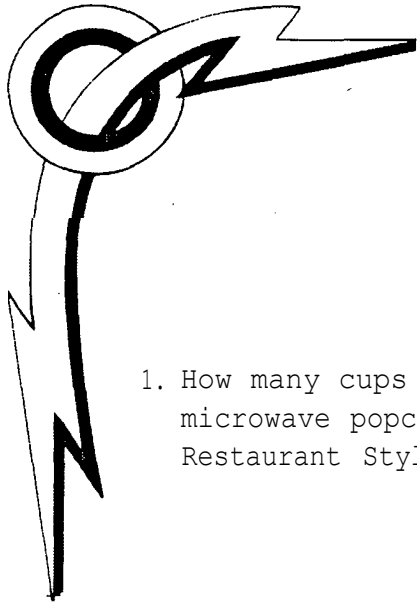


## **STATION #2**

### **Skip the Chip**

#### **Supplies needed:**

2 large bowls  
1 one-cup measuring cup  
1 bag Restaurant Style Tostitos Corn Chips and clip  
3 bags of PopSecket Butter-Flavored 94% fat-free microwave popcorn, POPPED.  
Paper shopping bag and clip (to store popcorn)



## Station #2

### Skip the Chip

1. How many cups of Pop Secret Butter-Flavored, 94% Fat-Free microwave popcorn have the same amount of fat as six Restaurant Style Tostitos corn chips?

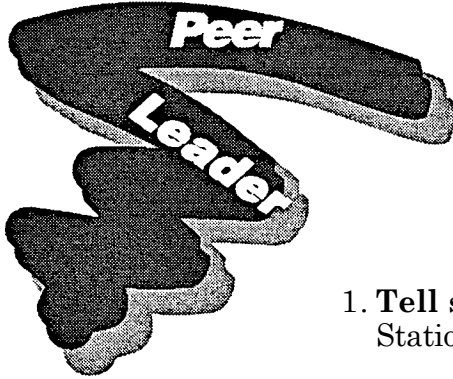
My Guess:

Correct

Answer:

#### Fun Fact:

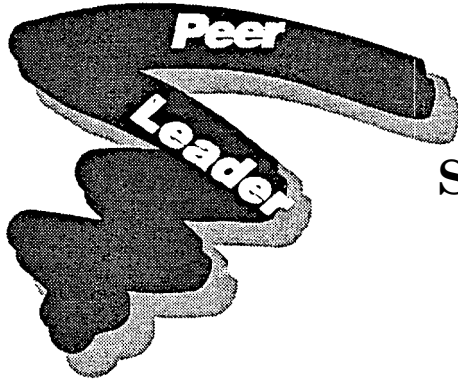
If everything stayed the same and you ate one extra one-ounce bag of potato chips every day for a year, you would eat enough extra calories to gain 17 pounds of body fat!



## STATION #3

### Sneaky Shacks

1. **Tell students:** Turn to Page 10 in their notebooks to the sheet for Station # 3.
2. **Tell students:** There are many kinds of sweet snacks to choose from at convenience stores. Some of them are very high in fat and others are considered low in fat. Snacks which contain about 3 grams of fat or less per serving are low-fat.
3. Lay the snacks on the table so they are not in any special order.
4. **Tell students:** Put the food items on the table in order from least amount of fat to most amount of fat without looking at the labels. Write your answers on your sheets with one being the least amount of fat and six the highest amount of fat.
5. Call on one student to arrange the snacks in the order that they had on their sheet.
6. **Ask students:** Does anyone want to change the order? (Give at least one student a chance to change the order. Ask this again until the group comes close to an agreement. Don't spend too much time on this.) ,
7. Put them in the correct order and read off the amount of fat per serving for each one. Put the card with the amount of fat in the snack in front of the matching snack.
  1. Strawberry Newtons = 0 grams of fat
  2. Skittles = 2.5 grams of fat
  3. Three Musketeers Bar = 8 grams of fat
  4. Snickers Bar = 14 grams of fat
  5. Little Debbie Zebra Cakes = 19 grams of fat
  6. Hostess Fruit Pie = 22 grams of fat
8. Give each student a Strawberry Newtons cookie sample to taste while they are completing the activity.
9. **Tell students:** Write down some of your favorite sweet snacks including candy, cakes and cookies where it says "snacks I usually buy" on your sheets.
10. Give each student a snack list.
11. **Tell the group:** Look up and write down the amount of fat per serving and the serving size of some of your favorite snacks. Then look up some good lower fat alternatives to your snacks and write those down on your sheets with amounts of fat they contain.



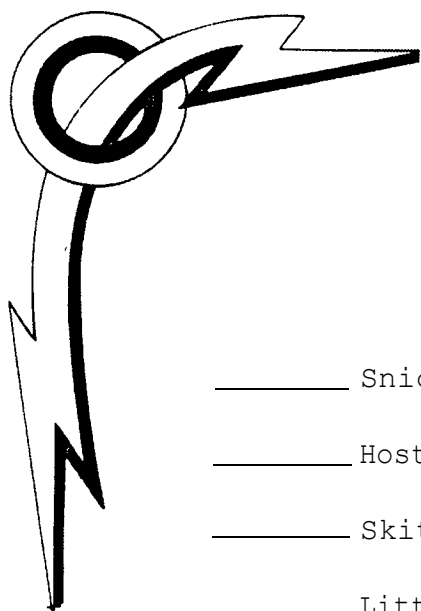
## STATION #3

### Sneaky Snacks (Continued)

12. **Tell students:** Try to remember this list so that you can still have the kinds of snacks you like but cut down on some of the fat you are eating. Put the list in your folder now so you will have it to look at later.

**Supplies:**

Hostess Fruit Pie  
Little Debbie Zebra Cakes  
Snickers Bar  
Three Musketeers Bar  
Skittles  
Strawberry Newtons  
6 Cards with fat grams for each product  
Snack list for each student  
Sample of Strawberry Newtons for each student



# Station #3

## Sneaky Snacks

- \_\_\_\_\_ Snickers Bar
- \_\_\_\_\_ Hostess Fruit Pie
- \_\_\_\_\_ Skittles
- \_\_\_\_\_ Little Debbie Zebra Cakes
- \_\_\_\_\_ Strawberry Newtons
- \_\_\_\_\_ Three Musketeers Bar

Snacks I Usually Buy	Serving Size	Amount of Fat
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lower-fat Snacks I Could Try	Serving Size	Amount of Fat
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Hostess Fruit Pie**

**Snickers Bar**



**22 grams of fat**

**14 grams of fat**

**Strawberry Newtons**

**Skittles**

**0 grams of fat**

**2.5 grams of fat**

**Little Debbie  
Zebra Cakes**

**Three Musketeers Bar**

**19 grams of fat**

**8 grams of fat**

# SNACK CAKES

	<u>Info per serving</u>	<u>Info per package</u> (If there is more than 1 serving per package)
<b>Hostess Mini-Muffins</b> <b>2.4 oz (2 servings/pkg)</b>  Blueberry Chocolate Chip	150 cal, 8 g fat 160 cal, 9 g fat	300 cal, 16 g fat 320 cal, 18 g fat
<b>Dolly Madison Gems (mini donuts)</b> <b>4 oz (2 servings/pkg) 3 donuts</b>  Crunch Powdered Sugar Chocolate covered	220 cal, 10 g fat 180 cal, 9 g fat 210 cal, 13 g fat	440 cal, 20 g fat 360 cal, 19 g fat 420 cal, 26 g fat
<b>Zingers</b> <b>(2 servings/pkg) 2 Zingers</b>  Regular 3 3/4 oz Chocolate 4 5/8 oz	210 cal, 8 g fat 240 cal, 7 g fat	420 cal, 16 g fat 480 cal, 14 g fat
<b>Dolly Madison Apple Fruit Pie</b> <b>4 1/2 oz (1 serv/pkg)</b>	480 cal, 22 g fat	same
<b>Moon Pie (Chocolate or Vanilla)</b> <b>2 3/4 oz (2 serv/pkg) 1/2 pie</b>	165 cal, 5 g fat	330 cal, 10 g fat
<b>Hostess</b> <b>1 cake</b> Cupcake Ding Dong Ho Ho Honey Bun Sno Balls Suzy Q Twinkie Apple Pie Blueberry Muff in Loaf	170 cal, 6 g fat 170 cal, 9 g fat 120 cal, 6 g fat 450 cal, 27 g fat 150 cal, 4 g fat 240 cal, 10 g fat 160 cal, 5 g fat 480 cal, 22 g fat 440 cal, 19 g fat	340 cal, 12 g fat 340 cal, 18 g fat 360 cal, 18 g fat same 300 cal, 8 g fat 480 cal, 20 g fat 320 cal, 10 g fat same same
<b>Little Debbie Snack Cakes</b> Coffee cakes - 1 cake Nutty Bars (2 bars) Strawberry Shortcake Polls (2 rolls) Fudge Round (1 pkg) Zebra Cakes (1 pkg) Star Cruch (1 pkg) Oatmeal Cream Pie (1 pkg)	230 cal, 7 g fat 280 cal, 17 g fat 290 cal, 11 g fat 290 cal, 12 g fat 370 cal, 19 g fat 280 cal, 12 g fat 300 cal, 12 g fat	

# COOKIES

	<u>Info per serving</u>	<u>Info per package</u> (If there is more than 1 serving per package)
<b>Fig Newtons 2 oz (1 serv/pkg)</b>	210 cal, 4.5 g fat	
<b>Fudge Stripes 2 oz (1 serv/pkg = 6 cookies)</b>	320 cal, 16 g fat	
<b>Grasshoppers 1.4 oz (1 serv/pkg = 6 cookies)</b>	220 cal, 10 g fat	
<b>Chips Ahoy 1.4 oz (1 serv/pkg = 6 cookies)</b>	200 cal, 9 g fat	
<b>Nutter Butters 1.9 oz (1 serv/pkg = 6 cookies)</b>	260 cal, 11 g fat	
<b>Oreos 2 oz (1 serv/pkg = 6 cookies)</b>	280 cal, 12 g fat	
<b>Deluxe Grahams 1.75 oz (1 serv/pkg = 6 cookies)</b>	280 cal, 14 g fat	
<b>Grandma's cookies 2 3/4 oz (2 serv/pkg)</b>		
<b>Molasses (1 cookie)</b>	160 cal, 4 g fat	320 cal, 8 g fat
<b>Fudge Choc. Chip (1 cookie)</b>	170 cal, 7 g fat	340 cal, 14 g fat
<b>Grandma's Vanilla</b>		
<b>Sandwich Cremes 3 oz (2 serv/pkg)</b>	210 cal, 9 g fat	420 cal, 18 g fat
<b>Animal crackers (10 cookies)</b>	112 cal, 2.4 g fat	
<b>Barnum animal crackers (11 cookies)</b>	130 cal, 4 g fat	
<b>Apple Newtons (2 cookies)</b>	147 cal, 2.7 g fat	
<b>Almost Home Chocolate Chip Cookies (2)</b>	130 cal, 5 g fat	
<b>Rice Krispie Treats 1.3 oz</b>	150 cal, 3.5 g fat	
<b>Snackwell Devil's Food Cookie 3.2 oz</b>		
<b>1 serv/pkg = 6 cookies)</b>	300 cal, 0 g fat	
<b>Strawberry Newtons</b>	100 cal, 0 g fat	
<b>Nature Valley Granola Bars 1.6 oz</b>		
<b>(2 serv/pkg) = 2 bars</b>	400 cal, 12 g fat	
<b>Kellogg's Nutrigrain Bar 1.3 oz</b>	140 cal, 3 g fat	
<b>Snackwells Apple Cinnamon Cereal Bar 1.3 oz</b>	120 cal, 0 g fat	
<b>Snackwells Cream Sandwich Cookies</b>		
<b>(1 serv/pkg = 4 cookies)</b>	200 cal, 4 g fat	

# CHIPS, CRACKERS, NUTS

## Info per serving

## Info per package

(If there is more than 1 serving per package)

### Combos

#### 1-8 oz (1 serv/pkg)

Pizzeria	230 cal, 8 g fat
Nacho	230 cal, 8 g fat
Cheddar Cheese	240 cal, 9 g fat
Cheddar Cheese Crackers	230 cal, 15 g fat
Pepperoni Pizza	240 cal, 11 g fat

### Pringles

#### 2 oz (1 serv/pkg)

Cheezums	350 cal, 24 g fat
Sour Cream & Onion	340 cal, 23 g fat
Original	340 cal, 23 g fat
Right Crisps (Lite)	270 cal, 14 g fat

### HandiSnack Cheese and Crackers

#### .95 oz (1 serv/pkg)

110 cal, 7 g fat

### Peter Pan Cheese and Peanut Butter Crackers

#### 1.46 oz (1 serv/pkg)

210 cal, 10 g fat

### Cheetos Golden Toast Crackers

#### 1.6 oz (1 serv/pkg)

240 cal, 14 g fat

### Old Dutch Dutch Crunch

#### 1.5 oz (1 serv/pkg)

Jalapeno & Cheddar	200 cal, 10 g fat
Original	200 cal, 9 g fat
Bar-B-Que	200 cal, 8 g fat

### Old Dutch Potato Chips

#### 1.5 oz (1 serv/pkg)

Original	220 cal, 12 g fat
Bar B Q	220 cal, 13 g fat
Sour Cream & Onion	220 cal, 13 g fat
Onion & Garlic	220 cal, 12 g fat

### Old Dutch Nacho Cheese Chips

#### 2.5 oz (2 serv/pkg) (1/2 pkg)

150 cal, 7 g fat

300 cal, 14 g fat

### Old Dutch Corn Chips 2.5 oz

#### (2 serv/pkg) (1/2 pkg)

Regular	170 cal, 10 g fat	340 cal, 20 g fat
BBQ	170 cal, 10 g fat	340 cal, 20 g fat



# CHIPS, CRACKERS, NUTS (Continued)

	<u>Info per serving</u>	<u>Info per package</u> (If there is more than 1 serving per package)
<b>Old Dutch Crunchy Curls 2 1/8 oz (2 serv/pkg) (1/2 pkg)</b>	130 cal, 6 g fat	260 cal, 12 g fat
<b>Old Dutch Cheddar Popcorn 1 oz (1 serv/pkg)</b>	150 cal, 9 g fat	
Old Dutch White Popcorn 1 oz (1 serv/pkg)	150 cal, 9 g fat	
<b>Doritos 2 1/8 oz (2 serv/pkg) (1/2 pkg)</b>		
Nacho Cheese	140 cal, 7 g fat	280 cal, 14 g fat
Cooler Ranch	140 cal, 7 g fat	280 cal, 14 g fat
<b>Lays Deli Chips</b>	270 cal, 18 g fat	
<b>Lays Classic Chips</b>	270 cal, 17 g fat	
<b>Lays Sour Cream &amp; Onion chips</b>	270 cal, 17 g fat	
<b>Lays KC Masterpiece BBQ 1 3/4 oz</b>	280 cal, 18 g fat	
<b>Baked Lays 1 1/8 oz</b>	130 cal, 1.5 g fat	
<b>Ruffles Cheddar &amp; Sour Cream Chips</b>	280 cal, 18 g fat	
<b>Cheetos Crunchy 2-1/8 oz (2 serv/pkg)</b>	160 cal, 10 g fat	320 cal, 20 g fat
<b>Fritos Original corn chips</b>		
<b>2 3/4 oz (3 serv/pkg)</b>	160 cal, 10 g fat	480 cal, 30 g fat
<b>Sun Chips</b>		
<b>1 3/4 oz (1 serv/pkg)</b>	240 cal, 11 g fat	
French Onion	240 cal, 11 g fat	
Harvest Cheddar		
<b>Munchos potato crisps 1 5/8 oz (1 serv/pkg)</b>	260 cal, 16 g fat	

# CHIPS, CRACKERS, NUTS (Continued)

	<u>Info per serving</u>	<u>Info per package</u> (If there is more than 1 serving per package)
<b>Funyuns 1 5/8 oz (1 serv/pkg)</b>	230 cal, 11 g fat	
<b>Pork Cracklins 2 oz (4 serv/pkg)</b>	80 cal, 5 g fat	360 cal, 20 g fat
<b>Butter Caramel Corn 2.5 oz (2.5 serv/pkg)</b>	120 cal, 2.5 g fat	300 cal, 6.25 g fat
<b>Rold Gold Baked Pretzel Thins 2-1/8 oz (2 serv/pkg)</b>	110 cal, 0 g fat	220 cal, 0 g fat
<b>Old Dutch Salties 3-1/4 oz (2 serv/pkg)</b>	180 cal, 15 g fat	360 cal, 30 g fat
<b>CornNuts 5 oz (5 serv/pkg)</b>	130 cal, 4 g fat	650 cal, 20 g fat
<b>Planters Peanuts 1 oz</b>	140 cal, 9 g fat	
<b>Planters Caribbean Crunch 4-1/2 oz (4 serv/pkg)</b>	170 cal, 11 g fat	680 cal, 44 g fat
<b>Fischer Mixed Nuts Original 3 1/2 oz (3.5 serv/pkg)</b>	180 cal, 16 g fat	630 cal, 56 g fat
<b>Fischer Honey Roasted Nuts 3 oz (3 serv/pkg)</b>	160 cal, 14 g fat	480 cal, 42 g fat
<b>Fischer Tropical Fruit &amp; Nuts 2-1/2 oz (2.5 serv/pkg)</b>	140 cal, 8 g fat	350 cal, 20 g fat
<b>Slim Jim Giant Jerky .56 oz (1 serv/pkg)</b>	70 cal, 4 g fat	

# CANDY BARS

	<u>Info per serving</u>	<u>Info per package</u> (If there is more than 1 serving per package)
<b>3 Musketeers</b> <b>2.13 oz</b>	260 cal, 8 g fat	325 cal, 0 g fat/pkg
<b>1000 Grand</b> <b>1.5 oz</b>	200 cal, 8 g fat	
<b>Almond Joy</b>	136 cal, 2.3 g fat	
<b>Amazin' Fruit</b> <b>3.5 oz (2.5 serv/pkg)</b>	130 cal, 0 g fat/serving	
<b>Baby Ruth</b> <b>2 oz bar</b>	260 cal, 12 g fat	
<b>Butterfinger</b> <b>2 oz bar</b>	260 cal, 12 g fat	
<b>Cadbury Carmello</b>	141 cal, 6.7g fat	
<b>Charleston Chew</b> <b>2 oz</b>	240 cal, 6 g fat	
<b>Chocolate Power Bar</b> <b>2.3 oz</b>	230 cal, 2 g fat	
<b>Chuckles</b> <b>2 oz</b>	190 cal, 0 g fat	
<b>Dots</b> <b>2.25 oz</b>	220 cal, 0 g fat	
<b>Heath</b> <b>1.4 oz</b>	210 cal, 13 g fat	
<b>Hershey Milk Chocolate</b> <b>1.55 oz</b>	230 cal, 13 g fat	
<b>Hershey with Almonds</b>	246 cal, 15.4 g fat	
<b>Hershey Sweet Escapes</b> <b>Toffee Crunch 1.4 oz.</b>	190 cal, 8 g fat	
<b>Hershey Sweet Escapes</b> <b>Triple Chocolate wafer 1.4 oz.</b>	160 cal, 5 g fat	

# CANDY BARS (Continued)

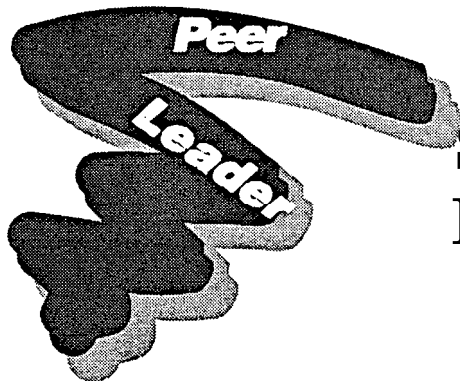
	<u>Info per serving</u>	<u>Info per package</u> (If there is more than 1 serving per package)
<b>Junior Mints</b> <b>1.6 oz</b>	180 cal, 3 g fat	
<b>KitKat</b> <b>1.5 oz</b>	220 cal, 11 g fat	
<b>Krackel</b> <b>1.65 oz</b>	249 cal, 13.6 g fat	
<b>Life Savers</b> <b>(1 piece)</b>	9.1 cal, 0 g fat	
<b>M &amp; M's - Almond</b> <b>1.3 oz</b>	200 cal, 11 g fat	
<b>M &amp; M's - Peanut</b> <b>1.69 oz</b>	240 cal, 12 g fat	
<b>M &amp; M's - Peanut Butter</b> <b>1.63 oz</b>	240 cal, 13 g fat	
<b>M &amp; M's - Plain</b> <b>1.69 oz</b>	240 cal, 10 g fat	
<b>Mamba</b> <b>2.65 oz (2 serv/pkg)</b>	160 cal, 2 g fat/serving	320 cal, 4 g fat/pkg
<b>Mars</b> <b>1.76 oz</b>	240 cal, 13 g fat	
<b>Milk Duds</b> <b>1.85 oz</b>	230 cal, 8 g fat	
<b>Milky Way lite</b> <b>1.57 oz</b>	170 cal, 5 g fat	
<b>Mounds</b> <b>1 oz</b>	135 cal, 7 g fat	
<b>Mr. Goodbar</b> <b>1.85 oz</b>	296 cal, 19.4 g fat	
<b>Nestle - White</b> <b>1.4 oz</b>	220 cal, 13 g fat	
<b>Now &amp; Later</b> <b>2.52 oz</b>	270 cal, 2.5 g fat	
<b>Nut Goodie</b> <b>1.75 oz</b>	240 cal, 12 g fat	

# CANDY BARS (Continued)

	<u>Info per serving</u>	<u>Info per package</u> (If there is more than 1 serving per package)
<b>Oh Henry</b> 1.8 oz (2 serv/pkg)	120 cal, 5 g fat/serving	240 cal, 10 g fat/pkg
<b>Pay Day</b> 1.85 oz	250 cal, 13 g fat	
<b>Pearson's Nut Roll</b> 1.8 oz	240 cal, 11 g fat	
<b>Reese's Cookie Cups</b> 1.44 oz (2 cups)	210 cal, 12 g fat	
<b>Reese's Peanut Butter Cups</b> 1.6 oz (2 cups)	260 cal, 14 g fat	
<b>Reese's Pieces</b> 1.95 oz	270 cal, 11.4 g fat	
<b>Rolos</b> 1.93 oz	264 cal, 12 g fat	
<b>Skittles</b> 2.17 oz	250 cal, 2.5 g fat	
<b>Skor</b> 1.4 oz	210 cal, 12 g fat	
<b>Snackwells Caramel Nut Cluster</b> 1.3 oz.	140 cal, 5 g fat	
<b>Snackwells Raisin Dips</b> 1.5 oz.	150 cal, 5 g fat	
<b>Snickers</b> 2.07 oz	280 cal, 14 g fat	
<b>Starbursts</b> 1 pkg	240 cal, 4.5 g fat	
<b>Tootsie Roll</b> 2.25 oz (2 serv/pkg)	130 cal, 2 g fat/serving	260 cal, 4 g fat/pkg
<b>Twix 2 oz</b> (2 sticks)	280 cal, 14 g fat	
<b>Twizzler's Licorice</b> 2.1 oz	190 cal, 1 g fat	
<b>Whatchamacallit</b> 1.8 oz	270 cal, 14.9 g fat	
<b>York Peppermint Patty</b> 1.5 oz	170 cal, 3 g fat	

# ICE CREAM/FROZEN TREATS

	<u>Info per serving</u>	<u>Info per package</u> (If there is more than 1 serving per package)
<b>Cherry Garcia Frozen Yogurt</b> 3.7 oz	260 cal, 14 g fat	
<b>Vanilla Heath Toffee Crunch</b> 3.7 oz	330 cal, 22 g fat	
<b>Cappucine</b> 8 oz	100 cal, 3.5 g fat	
<b>Dove Bar</b> 3.67 oz	330 cal, 22 g fat	
<b>Kemps Chocolate Malt</b> Light Ice Cream 8 oz	200 cal, 4 g fat	
<b>Kemps English Toffee Bar</b> 2.5 oz	160 cal, 11 g fat	
<b>Kemps Ice Cream Sandwich</b> 3 oz	170 cal, 7 g fat	
<b>Kempswich - Chocolate Chip Cookie</b> Ice Cream Sandwich 4.5 oz	340 cal, 18 g fat	
<b>Milky Way on a Stick Chocolate</b> Ice Cream 3 oz	220 cal, 12 g fat	
<b>Reese's Peanut Butter Ice Cream</b> Cup 3 oz	220 cal, 16 g fat	
<b>Snickers Ice Cream Bar</b> 2 oz	180 cal, 11 g fat	
<b>Snickers Ice Cream Cone</b> 4 oz	290 cal, 15 g fat	



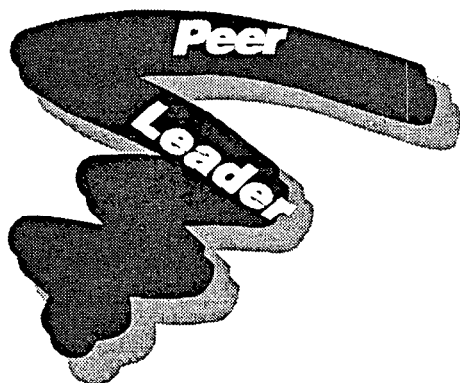
## STATION #4

### Pick Your Pizza

1. Put the first five test tubes out on the table in order from 1-5. Place the pizza boxes in front of them so they are not in any special 'order'.
2. **Tell students:** Turn to page 11 in your notebook to find the sheet for Station #4.
3. **Tell students:** There are hundreds of frozen pizzas on the market today. You might not think the amount of fat in them is very different, but in just a minute you'll find out how important it is to read the labels on the pizza packages before you buy them.
4. Show the students the five numbered test tubes of fat and the five pizza packages. Do not let them see the nutrition labels.
5. **Tell students:** Write down which test tubes show the amount of fat in  $\frac{1}{4}$  of the pizza in the packages or one single-serving pizza.
6. **After they have finished ask one student:** Place each pizza package in front of the test tube you think represents the amount of fat in  $\frac{1}{4}$  of that pizza or one single-serving pizza.
7. Ask if the other students agree or disagree and why. When they are close to agreeing arrange the test tubes and pizza packages to show the correct answers. Place the cards that give the amounts of fat in front of the pizzas, also.

	Test Tube
1/4 Totino's Cheese Party Pizza (12 inch) — 7 grams of fat	1
Tombstone for One Vegetable Pizza (single serving — 10 grams of fat	2
1/4 Jack's Double Cheese Pizza (12 inch) — 19 grams of fat	3
1/4 Red Baron Pepperoni Pizza (12 inch) — 23 grams of fat	4
Tony's Microwave Pepperoni Pizza for One (single serving) — 32 grams of fat	5

8. **Tell students:** Adding pepperoni and sausage adds a lot of fat. So does extra cheese. Compare the Totino's cheese pizza with the pepperoni pizza or the double-cheese pizza.



## STATION #4

### Pick Your Pizza (Continued)

9. Show the Tombstone Double Top Pepperoni Double Cheese pizza package.

**Tell students:** The extra cheese and the meat add a lot of fat to the pizza. This is true whether you buy frozen pizza or get pizza at Dominos or Papa John's. When you add both extra cheese and meat, you get something like Tombstone Double Top Pepperoni with Double Cheese. How much fat do you think is in one-fourth of the pizza?

*Answer: 30 grams of fat in 1/4 of the pizza. This is the same as 7-1/2 teaspoons of fat. Show test tube #6 representing 7-1/2 teaspoons of fat.*

10. **Tell students:** Also look at the size of the pizzas and remember we are only talking about 1/4 of a pizza. How much do you usually eat?

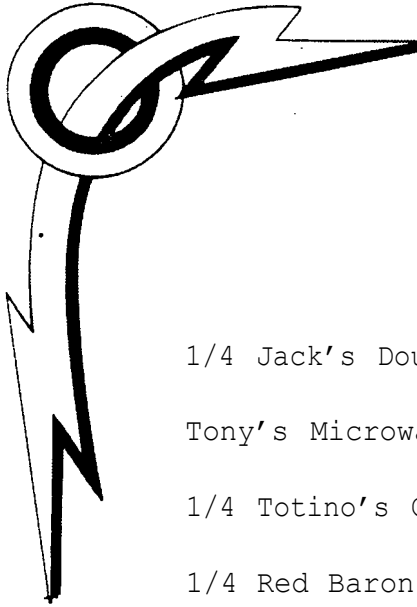
#### Supplies

6 test tubes of fat

Jack's Double Cheese Pizza package  
Tony's Microwave Pepperoni Pizza for One package  
Totino's Cheese Party Pizza package  
Red Baron Pepperoni Pizza package  
Tombstone for One Vegetable Pizza, package  
Tombstone Double-Top Pepperoni with Double Cheese  
Pizza package

6 cards with amounts of fat





## Station #4

### Pick Your Pizza

1/4 Jack's Double-Cheese Pizza

Tony's Microwave Pepperoni Pizza for One

1/4 Totino's Cheese Party Pizza

1/4 Red Baron Pepperoni Pizza

Tombstone for One Vegetable Pizza

Test Tube

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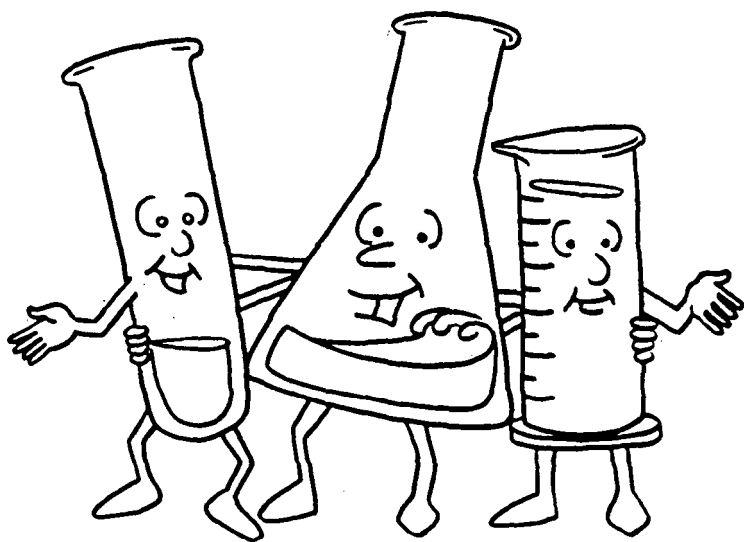
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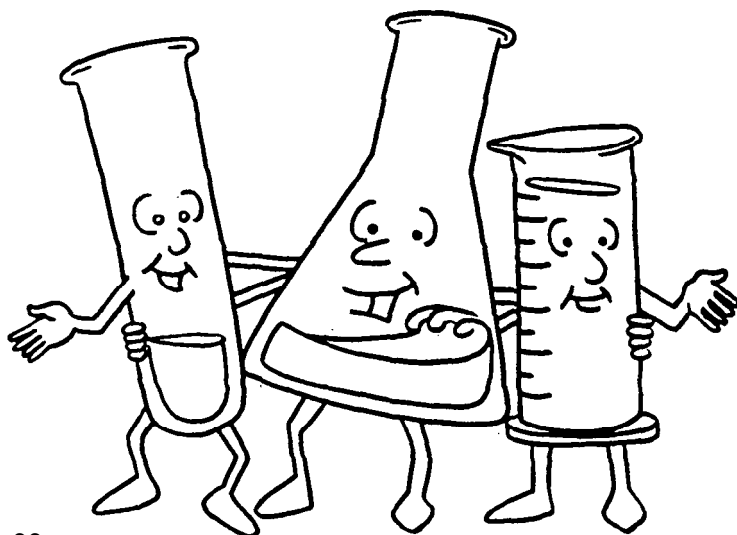
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# Test tube #1

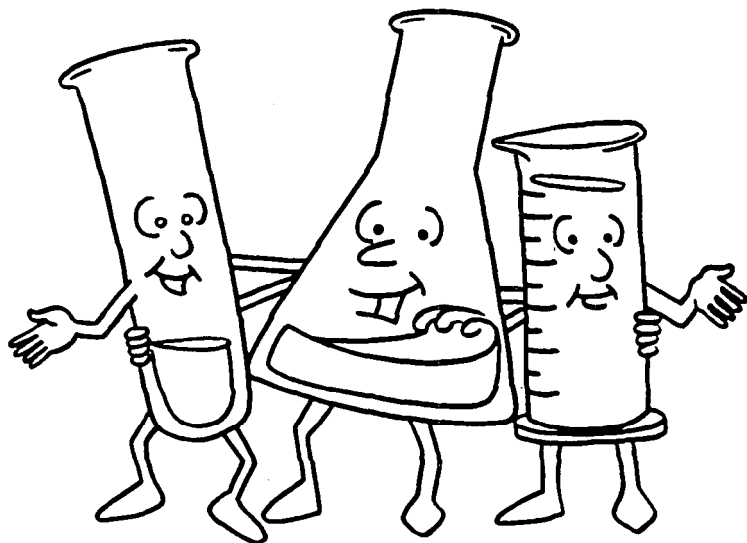


# Test tube #2



# Test tube #1

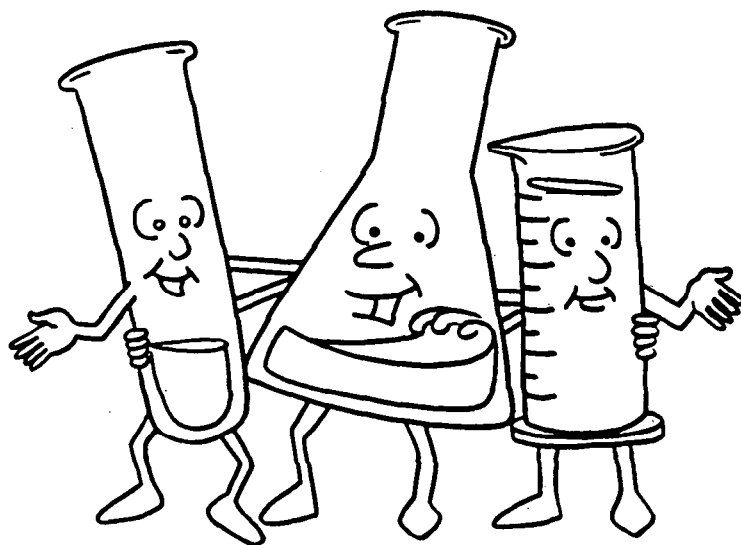
1/4 Totino's Cheese Party Pizza



**7 grams  
of fat**

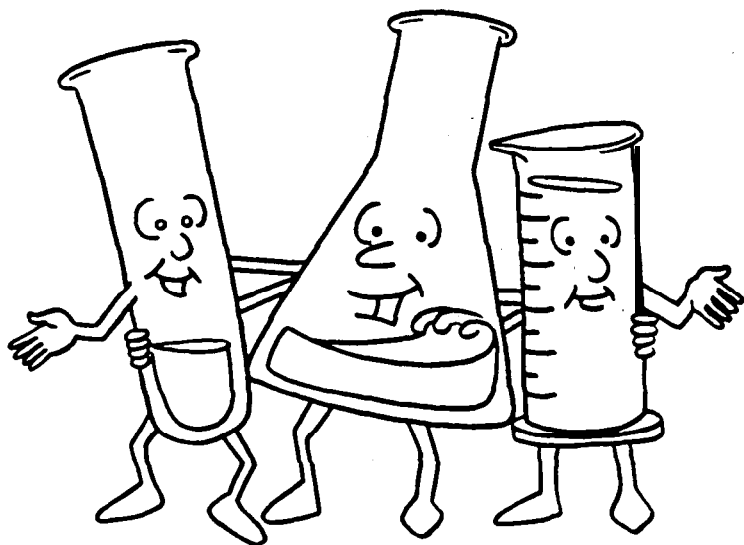
# Test tube #2

Tombstone for One Vegetable Pizza

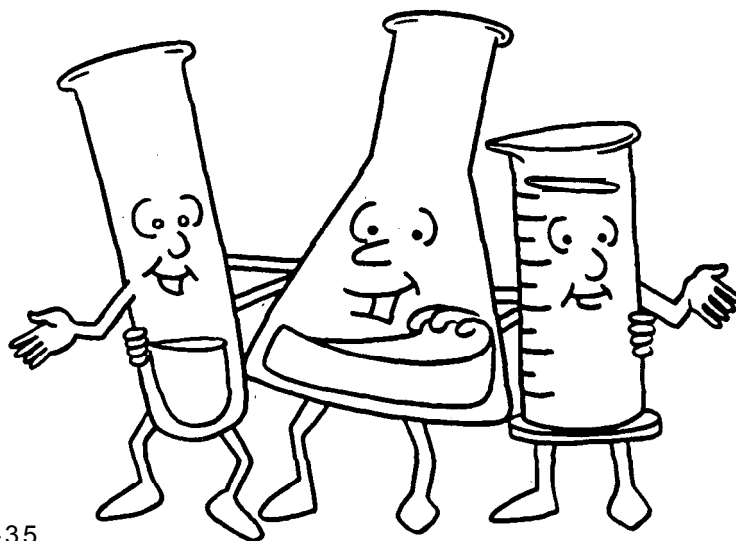


**10 grams  
of fat**

## Test tube #3

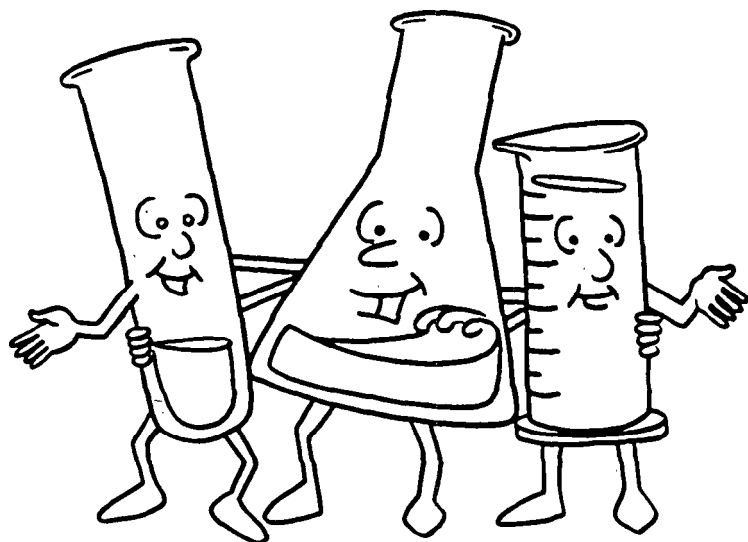


## Test tube #4



## Test tube #3

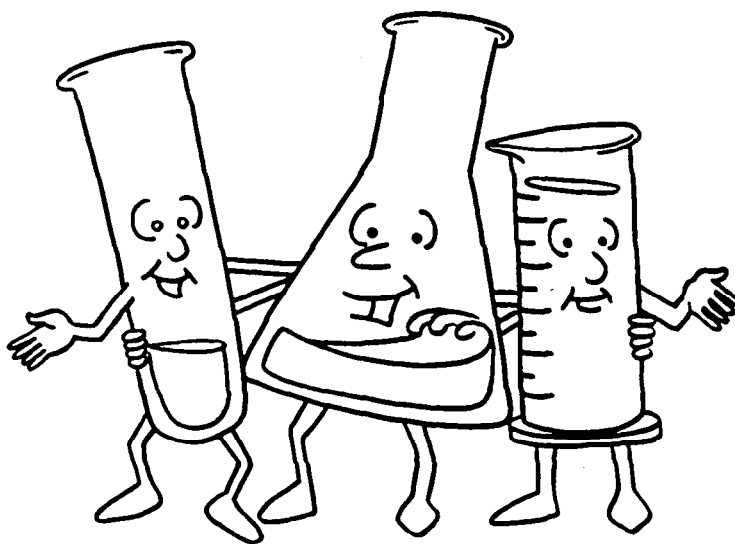
1/4 Jack's Double Cheese Pizza



**19 grams of  
fat**

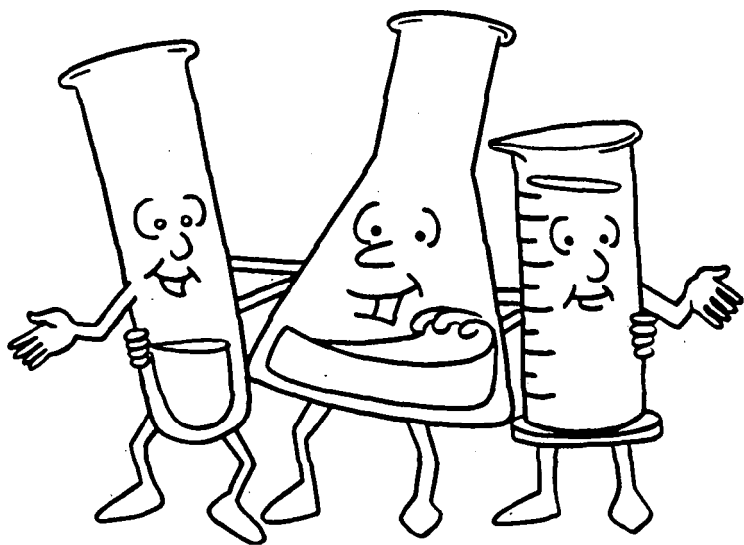
## Test tube #4

1/4 Red Baron Pepperoni Pizza

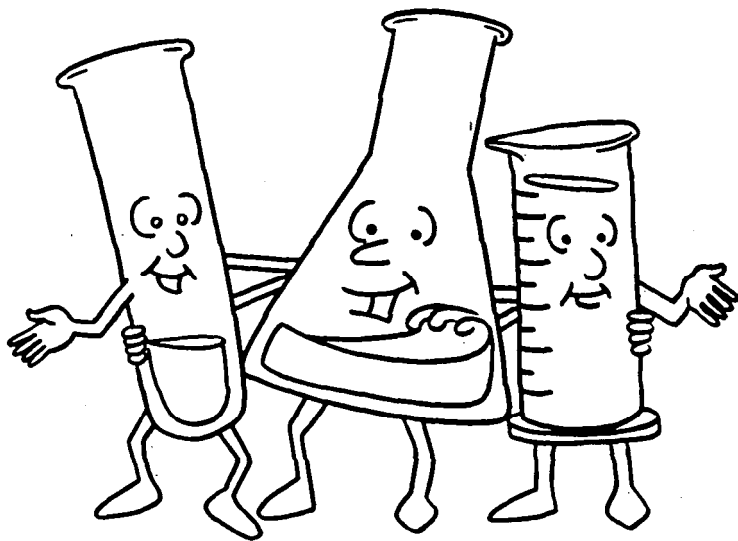


**23 grams  
of fat**

## Test tube #5



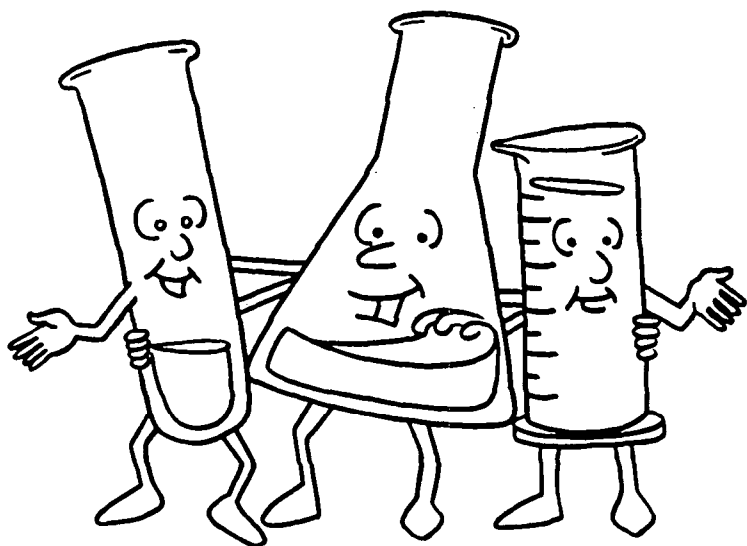
## Test tube #6



## Test tube #5

Tony's Microwave Pepperoni Pizza for One

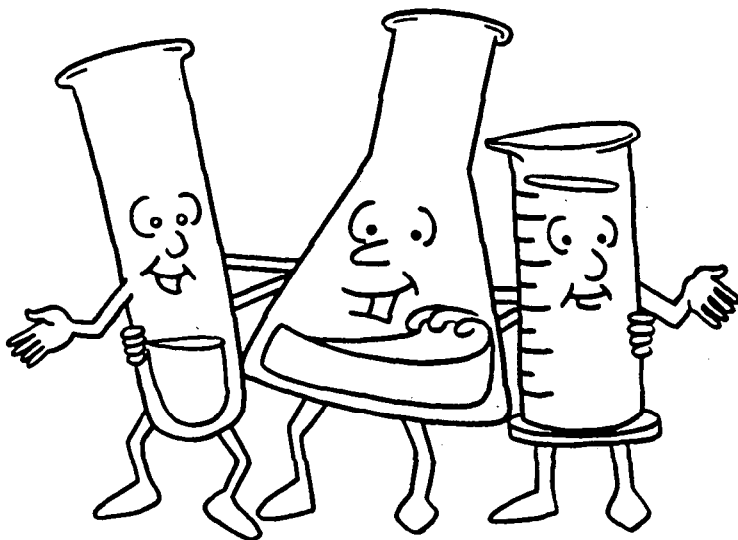
**32 grams  
of fat**



## Test tube #6

1/4 Tombstone Double Top Pepperoni Double Cheese Pizza

**30 grams  
of fat**



# Station #1



# **Station #2**

# **Station #3**

# **Station #4**

# FOODS FOR DUDES

## Session Four

- Donny:** Hey, I hear a munch, I hear a crunch, it's time for lunch and FOODS FOR DUDES with Donny—
- Darlene** And Darlene. Welcome to Foods for Dudes, the call-in show for kids who like to eat-and who doesn't? (haha)
- Donny:** Nobody I know! (sound of bag rumpling)
- Darlene** Donny what are you eating?
- Donny:** *(talking with his mouth full)*
- Darlene** Donny, please. Not with your mouth full.
- Donny:** Hey, Dar, look!
- Darlene** Donny, that is gross! Really!
- Donny:** Hey, you know I love ya, Dar! I am eating (sound of bag) Cruncharoonies. It says here that they are a baked crunchy cheesy snack. And these were sent to me by Terry in Tallahassee, Florida. (sings) Did you ever Tall a hassee a hassee a hassee . . . Terry, I like'em. I like 'em a lot.
- Darlene** Let me look at that (she grabs bag from Don). Cruncharoonies, huh? Are these low in fat, Donny? Did you check?
- Donny:** I most certainly did, Dar. They're not bad. I guess I could do better. Just take a look. Five grams of fat — that's it.
- Darlene** Donny, Donny, Donny, Donny, Donny, Donny, Donny, Donny!
- Donny:** *(quickly)* Yes, yes, yes, yes, yes, yes, yes, yes!
- Darlene** You didn't take a good look at the label. You didn't look at the serving size. One serving is only six cruncharoonies! So it's five grams of fat if you eat six cruncharoonies—you've had a least thirty since you sat down!
- Doney:** What do you mean only five cruncharoonies? Give me that! (he grabs the bag back from her). Oh, Dar. Oh, Darlene! Can you forgive me? I cannot believe that this actually happened to me, but in my zeal for trying this new snack I neglected to look at the serving size on the label. You are right! There are five grams of fat in just six cruncharoonies! And you think I've eaten at least thirty?! That's twenty-five grams of fat! That's almost one third of the fat I should eat in a day! Ugh! Feh! Ptooie! I think I'm gonna throw up!
- Darlene** Now, Donny it was an honest mistake, hon. Please don't throw up. Look, you can make up for it the rest of the day by watching what you eat.

**Donny:** Right, Right. What was I thinking? I'll just eat wisely and not eat a lot of fat and not get upset and BURN THOSE CRUNCHAROONIES! Thanks a lot Terry from Tallahassee! I'll do the same for you someday!

**Darlene** Now, Donny, compose yourself. Hey, here's our first caller. Are you there? It should be John, is that right?

**John:** Right.

**Darlene** Where are you from, John?

**John:** Springfield, Massachusetts.

**Donny:** Hi, John. Springfield, eh? (sings to the tune of Younger Than Springtime) Younger than Springfield, am I... So, John, what's your question?

**John:** Do foods that have a lot of fat also have a lot of calories? Is that always true?

**Donny:** What a question! Did you hear that Darlene! John that is such a great question! I declare, this John from Springfield, Massachusetts Day! You're too much, John, really you are!

**Darlene** I agree, Donny. John, a really outstanding question, really outstanding. You're sort of right. Most high fat foods are high in calories but some fat-free foods with a lot of sugar are high in calories, too. For example, a can of Mountain Dew has no fat but more than 100 calories and that's all from sugar. A piece of fruit has no fat, only natural sugar and still has some calories. Ounce for ounce, though, fat has more calories than sugar.

**Donny:** That's right. If you ate an ounce of butter and an ounce of sugar you would get more than twice the calories in the butter than in the sugar. The reason we talk about eating less fat is because a lot of the junk food kids your age eat has too much fat like chips, fries, and cookies.

**Darlene** Other junk food like pop and candy might not have any fat, just, a lot of calories , and none of the things your body needs like protein, vitamins, or minerals. You just don't get the stuff in junk food that you really need to grow and have energy to do the things you like to do.

**John:** Eating too much fat is bad for you, too, right?

**Darlene** Right you are, John. When you're in the habit of eating a lot of high fat food you're increasing your risk of getting a lot of bad stuff when you grow up.

**John:** Like what?

**Donny:** Like heart attacks, strokes and even some kinds of cancers.

**Darlene** Now the calorie part.

**Donny:** C'mon, Dar, I've had a rough morning. Let me do the calories.

**Darlene** I like doing calories, Donny.

**Donny:** Aw, Dar, have a heart, I mean I just ate thirty cruncharoonies!

**Darlene** Well, okay, Donny, I know you're hurting. Go ahead.

**Donny:** So, John. All foods have calories and your body needs a certain amount of calories to give it energy, but if you just go for the calories and don't look at anything else about the food then your body is not going to get what it needs to grow and be healthy.

**Darlene** Think of it this way. You could get all of your calories by drinking pop, but you would probably feel terrible and your body wouldn't get any of the nutrients that it needs to keep you going and growing—hey, I like that—going and growing!

**Darlene** And, John-one other thing-the calories are on the label just like the amount of fat. It also says how much of the calories in the food are from fat. So it's the same thing that Donny said-if you eat a food whose calories come mostly from **fat you're not getting anything else out of the food except for a lot of fat!** Does this make sense, John? I mean are we speaking your language?

**John:** **I think so. Every food has calories, but if all the calories comes from fat or sugar,** I'm not gonna get what my body needs-just a lot of fat and calories that don't really do anything.

**Donny:** Give that boy a gold star! Right you are, John, baby!

**Darlene** Way to go, John! Way to go! Thank you so much for calling. We really do appreciate it.

**Donny:** We really do. Hey, it's time to go! Watch out for those cruncharoonies! Sneaky, Terry from Tallahassee, very sneaky.

**Darlene** I think we're just about out of time. This is Darlene—

**Donny:** And Donny

**Darlene** Signing off till next time on—

**Don & Darlene** Foods for Dudes.

**Darlene** And remember, we eat lunch

**Donny:** So you eat lunch.

**STATION-TO-STATION FOODS FACTS (CONTINUED)**

Approx. Minutes	Activities	Teacher Materials	Student Materials
5	1. Challenge #1 Check	Transparency #6 (Session 3) Overhead Projector	TEENS Group File TEENS Student Notebook and Folder
10	2. Foods for Dudes	Foods for Dudes Session 5 Cassette Cassette Player	
25	3. Fast Food Stations* Sampling Snacks	Station Materials and Supplies	TEENS Peer Leader Guide
5	4. Assignments & Scoring	Parent Pack #2**	Return Card 2
<b>Total: 45</b>			



\*See the materials and supplies list at the end of each station. Set up stations before class begins.

\*\*See the Parent Pack section of this manual.

**Activity 1: Challenge #1 Check** \_\_\_\_\_

A. Tell students to take out their assignment, **A Challenge I Can Meet – #1**.

1. Ask students to finish listing any more low-fat snacks and beverages with no sugar added they ate or drank during the two days.
2. Project **Transparency 6**, point to the **Day 1** and **Day 2 Challenge Check** sections, and instruct students to complete these if they have achieved their first challenge.
3. Check and date both sections on the transparency, if you achieved your own challenge.

B. Ask for a show of hands of how many students achieved Challenge #1, and **congratulate** those students.

1. Call on a few students to report some of the low fat snacks they ate and/or the beverages with no sugar added that they drank.
  2. Remind students to also check off and rate these snacks on their **Sensational Snacks** page of their notebook, so they can keep a record of all of the low-fat snacks and beverages with no sugar added they eat and drink during TEENS.
- C. Ask those students who did not achieve **Challenge #1** to report some of the problems or barriers that kept them from achieving it.
1. Discuss ways they may be able to overcome some of the barriers, **as time permits**.
  2. **Encourage them to keep trying to achieve this challenge.**

## Activity 2: Foods for Dudes \_\_\_\_\_

- A. Tell students they will now hear another Foods for Dudes radio show. Tell them to clear their desks or tables so they can listen.
- B. Play **Foods for Dudes Session 5 Cassette**.
- C. Briefly discuss some of the main points on the cassette.

### **ASK:**

- How many of you agree with the callers Randy and Katie, that McDonald's shouldn't be a sponsor of the Foods for Dudes Show? Why not?
- How many of you agree with the caller David, who felt it was okay to let McDonald's be a sponsor of the Foods for Dudes Show? Why?
- Do you think most everything sold at fast food restaurants like McDonald's is high in fat?

## Activity 3: Station-to-Station Food Facts (Continued) \_\_\_\_\_

- A. Tell students they will do two more station activities today about Fast Food. Tell students to get into their small groups.



- B. Instruct the Peer Leaders to go to the stations they were assigned in Peer Leader Training.
- C. Explain that there are two stations they will be working at today. There will be two of each station. Students will spend half of the time at a beverage station and half of the time at a fast food station.
- D. Assign each group a station to begin the activity. Remind students that they will need their TEENS Notebooks with them.
- E. After 10-12 minutes, direct students to the next station.

## Activity 4: Assignments & Scoring

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- A. Inform students that their assignment for the next TEENS class is to choose meals of **24 grams of fat** or less from the menus of at least two of the fast food restaurants discussed today. This would be about one-third of the grams of fat an average teenager should eat in one day.
  - 1. Tell Peer Leaders to find the sheet, **I'm in the Mood for Low-Fat Fast Food** in the Session #5 section of their group files and distribute one to each student.
  - 2. Read aloud (or ask a Peer Leader to read aloud) the directions, and discuss any questions about the assignment, as needed.
  - 3. Emphasize that this assignment is due by the next TEENS class, and tell them to write the date of Session 6 on the **Assignment Due** line at the top of the notebook page.
- B. Hold up a **Parent Pack 2** and tell students that the other assignment today is to take home a return card to go with the next parent pack that will be sent to their parents or the adult they live with.
  - 1. Encourage students to continue returning the **TEENS Coupons** from **Parent Pack 1**.
  - 2. Once again be sure to **enthusiastically emphasize** (or ask a Peer Leaders to emphasize) the details regarding the prize drawing from all of the returned coupons at the end of the TEENS program.

- C. Ask Peer Leaders to look in the Session #5 group file to find and distribute a **Return Card 2** to each member of their group.

**REVIEW:**

- Take this card home today and tell your parent or adult at home that they will be receiving another TEENS Parent Pack.
- On the card, there is a short assignment that you and an adult in your home need to complete together.
- After you and the adult in your home reads the Parent Pack, finish the assignment together, and ask them to sign the **Back Again Return Card**.
- Bring back the **Return Card 2** as soon as it is signed, and then return it to your Peer Leader, who will record 3 points on your group's scorecard.

- D. Show the card and explain the assignment.

- E. Hand out **Parent Pack #2**.

- F. Tell students to turn to their **Sensational Snacks** list on Page 19 under the Snacks & Recipes section of their notebook.

1. Tell them to find the snack they tasted on the list.

2. They should evaluate it by filling out their rating of the snack on their **Sensational Snacks** list.

3. After students have eaten and rated today's snack, ask for some class reactions to the snack, **as time permits**.

4. Encourage students to continue to try the snacks on this list and then check off and rate them.

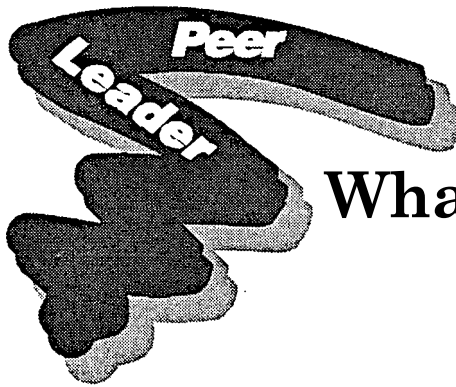
- G. Ask Peer Leaders to take out their group's **It All Adds Up Scorecard**.

1. Ask Peer Leaders to record any points in the previous class sections that the members of their group have now scored for completing assignments and/or returning their **Return Card 1**.

2. Ask them to then record any points in the Session #3 section that the members of their group scored for completing their **Challenge #1** assignment due today. Ask them to collect the assignments and put them in the appropriate yellow student folders at the back of the group file.
3. Encourage students who have not completed past assignments, or have not returned their return card, to do so as soon as possible.

## Notes & Reminders

- Check with food service staff about picking up the supplies for the snack preparation activities in Session 6.



## STATION #5

### What's Your Thirst Choice?

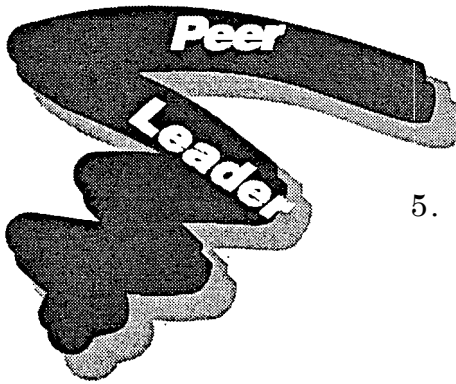
#### Part 1

1. Tell the students to turn to Page 12 in their notebooks to find the sheet labeled Station #5.
2. **Tell students:** Pretend that there are no such things as sports drinks, sugary fruit drinks, or pop – that they have not been invented yet. The only things that you can have to drink would be water, milk, or 100% fruit juice.

Look at the chart on your notebook page. Under Column A write what you would have to drink at the times listed on the left side of the chart if there were no sports drinks, sugary fruit drinks, or pop. Remember, your only choices are milk, 100% fruit juice, or water.

A	B	C
Breakfast		
Snack		
Lunch		
Snack		
Snack		
Dinner		
Snack		

3. After they have completed Column A, **tell students:** Now fill in Column B with what you usually drink at those times of day on an average day. Now you can include pop, sports drinks, or sugary fruit drinks – whatever you usually drink.
4. When the students have completed Column B ask each one in the group to briefly state how their two lists compared.



## STATION #5

### What's Your Thirst Choice? (Continued)

5. **Tell students:** Now fill in Column C by comparing the two lists in Columns A and B and figuring out:
  - a. One time that you could have milk instead of pop, a sports drink, or a sugary fruit drink.
  - b. One time that you could have 100% fruit juice instead of pop or a sports drink or a fruit drink.
6. Ask each student what they wrote in Column C. Tell them to try this tomorrow!
7. **Ask students:** Why do you think you should be drinking more water, 100% juice and milk instead of pop?

#### 8. **Read to your group:**

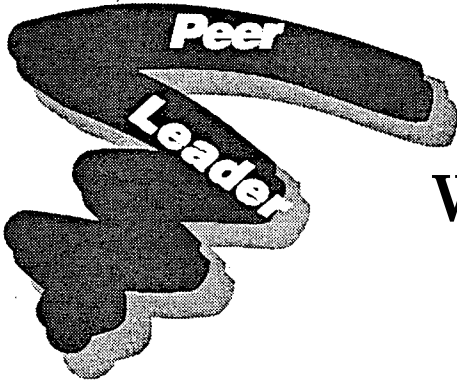
Regular pop is high in calories but that is it! It has no nutrients that our bodies need, especially at this time when our bodies are growing so much. Although diet pop doesn't have any calories it may fill you up so that you don't eat or drink the types of foods that your body needs to keep you healthy and growing.

100% juice and fat-free or low-fat milk give you energy and important nutrients to help you grow and be strong. A 12-oz. glass of 1% milk and a 12 oz. can of pop have about the same amount of calories. The pop fills you up with calories that have no nutrients or health benefits while the milk provides calcium for your teeth and bones that will benefit your body for the rest of your life! Your teen years are the most important time to drink milk or eat dairy products since this is when calcium is being stored.

Most of us do not drink enough water. Our bodies need 8 glasses or 64 ounces of just plain water every day. If you are thirsty, go for water. We need water to cool our bodies, flush out waste and toxins in our body, and to keep our cells, muscles and skin moist and healthy. Now is a great time to set a personal goal for ourselves to drink more milk, juice, and water.

#### **Fun fact:**

If you drank an extra can of Coke every day for one year and everything else stayed the same, you would gain 15 pounds of body fat! Sugar turns into body fat if you eat more calories than your body needs to grow, move, and be active.

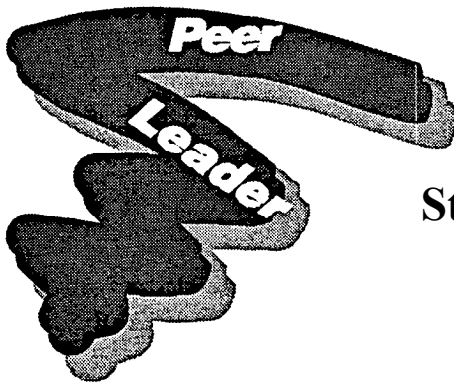


## STATION #5

### What's Your Thirst Choice?

#### Part 2

1. **Tell students:** We will now compare fruit juice and fruit drinks.  
Do you think that fruit juice and fruit drinks have the same amounts of nutrients?  
(No)
2. Show the orange juice box and the Capri Sun juice drink.  
**Tell students:** Both packages contain the same amount of liquid. Can you guess what percent of the vitamin C that your body needs every day is in each drink? Write your guess down on #1 on Page 13.
3. **Ask one student:** Please read the orange juice label to find the answer.  
**Ask another student:** Please read the Capri Sun label to find the Answer.  
Tell them to write the correct answers on their sheet in the correct answer box.  
(The orange juice has 80% of the daily recommended amount of vitamin C and the Capri Sun has none.)
4. **Ask another student:** Please read the amounts of calories on each of the labels.  
(They both have 100 calories per serving size).  
  
**Tell students:** The fruit juice and the fruit drink have the same amount of calories, but the fruit juice has 80% of the vitamin C our bodies need every day. In addition, the orange juice comes with other important nutrients like folate, thiamin and potassium. The companies that make fruit drinks want us to believe that those drinks are just as healthy as orange juice but they are mostly sugar with a little fruit juice added.
5. Show students a can of Mountain Dew. **Ask students:** Do you think there are any nutrients in this can of pop?  
(No)
6. **Tell Students:** Pop is mostly sugar. Now, guess how many teaspoons of refined sugar is in one can of Mountain Dew. Write down your answer on #2 of your sheet.
7. Spoon out nine teaspoons of sugar into a cup. **Tell students:** This is how much refined sugar is in a can of Mountain Dew. Write the correct answer on your sheet.  
**Ask one student:** Please read the label to see how many grams of sugar are on the label. (46 grams of sugar. 5 grams of sugar equals approximately one teaspoon).



## Station #5 - Part 2 (Continued)

8. Ask two other students to read the labels on the juice and the Capri Sun to see how much sugar is in them.

**Tell students:** The sugar in the Capri Sun is also refined or added sugar. Can you guess how much refined sugar is in this package of Capri Sun? Write your answer in #3 on your sheet,

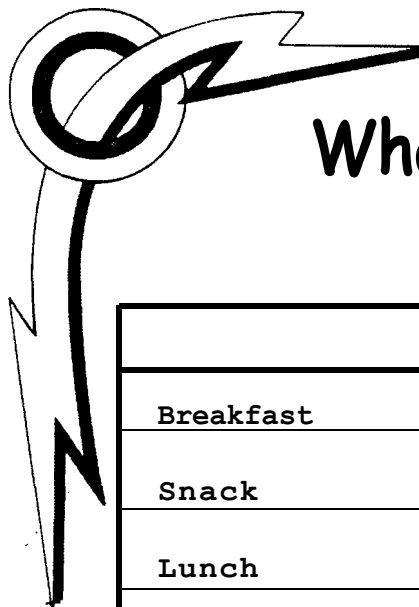
9. Spoon out five teaspoons of sugar into another cup. **Tell students:** This is how much refined sugar is in this package of Capri Sun. The orange juice has sugar, however, it is the natural sugar in fruit. No extra refined sugar is added to 100% fruit juice.

10. Prepare the Juice Jazz recipe on Page 13 with the students and have them taste it. They can find the recipe in their TEENS notebooks on Page 14.

### Supplies Needed:

1 orange juice box  
1 package Capri Sun  
1 can Mountain Dew  
Sparkling water  
100% fruit juice  
1/4 cup measure  
1/2 cup measure  
1 measuring teaspoon  
1 box of refined sugar  
2 clear plastic cups  
Paper cups (7 oz.)





## Station #5

### What's your Thirst Choice?

#### Part 1

A	B	C
Breakfast		
Snack		
Lunch		
Snack		
Snack		
Dinner		
Snack		

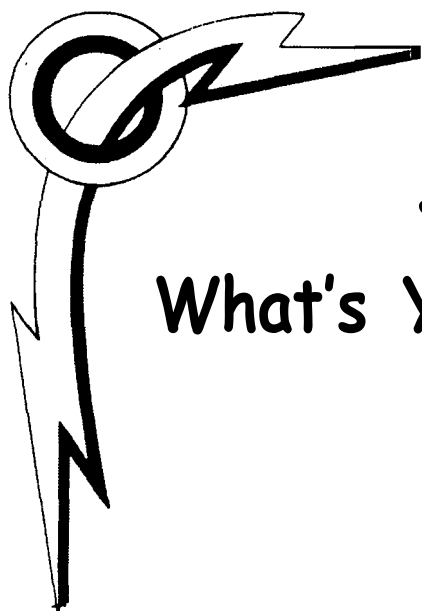
Regular pop is high in calories but that is it! It has no nutrients that our bodies need; especially at this time when our bodies are growing so much. Although diet pop doesn't have any calories it may fill you up so that you don't eat or drink the types of foods that your body needs to keep you healthy and growing.

100% juice and fat-free or low-fat milk give you energy and important nutrients to help you grow and be strong. A 12-oz. glass of 1% milk and a 12 oz. can of pop have about the same amount of calories. The pop fills you up with calories that have no nutrients or health benefits while the milk provides calcium for your teeth and bones that will benefit your body for the rest of your life! Your teen years are the most important time to drink milk or eat dairy products since this is when calcium is being stored.

Most of us do not drink enough water. Our bodies need 8 glasses or 64 ounces of just plain water every day. If you are thirsty, go for water. We need water to cool our bodies, flush out waste and toxins in our body, and to keep our cells, muscles and skin moist and healthy. Now is a great time to set a personal goal to drink more milk, juice, and water.

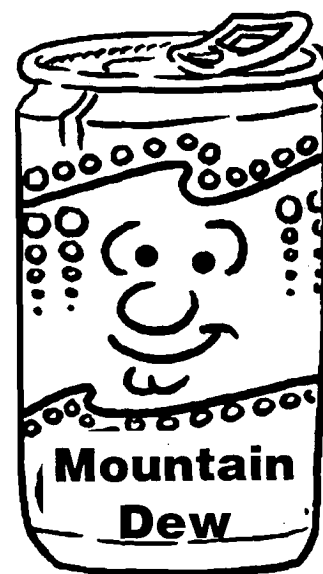
#### Fun fact:

If you drank an extra can of coke every day for one year and everything else stayed the same you would gain 15 pounds of body fat! Sugar turns into body fat if you eat more calories than your body needs to grow, move, and be active.



## Station #5

### What's Your Thirst Choice? Part 2



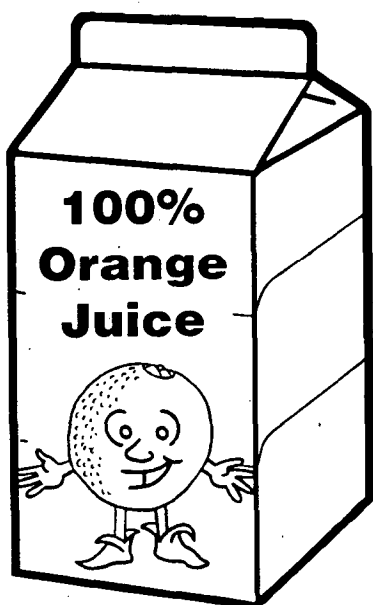
#### Best Guess:

1. The orange juice box provides \_\_\_\_\_ % of the Vitamin C you need every day.

The Capri Sun provides \_\_\_\_\_ % of the Vitamin C you need every day.

2. The number of teaspoons of refined sugar in a can of Mountain Dew is \_\_\_\_\_ .

3. The number of teaspoons of refined sugar in a package of Capri Sun is \_\_\_\_\_ .



#### Correct Answer:

1. The orange juice box provides \_\_\_\_\_ % of the Vitamin C you need every day.

The Capri sun provides \_\_\_\_\_ % of the Vitamin C you need every day.

2. The number of teaspoons of refined sugar in a can of Mountain Dew is \_\_\_\_\_ .

3. The number of teaspoons of refined sugar in a package of Capri Sun is \_\_\_\_\_ .

**JUICE JAZZ****Ingredients:**

1/2 cup 100% fruit juice, chilled  
1/4 cup sparkling mineral water, chilled  
Ice cubes, if available

**Directions:**

Measure the juice and pour into a paper cup.  
Measure the sparkling mineral water and add to the juice.  
Stir the mixture carefully.  
Add one or more ice cubes, if available



Explain what you liked about this snack: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Will you try to make this again at home?

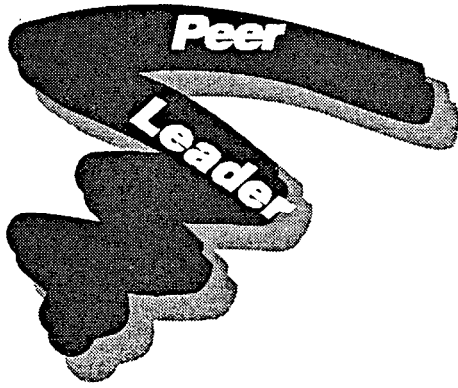
☐

Yes

☐

No Why not? \_\_\_\_\_

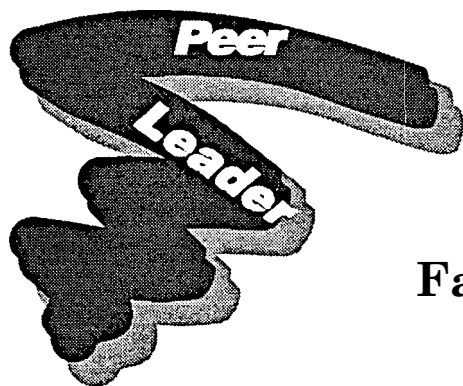
\_\_\_\_\_  
\_\_\_\_\_



## STATION #6

### Fast Food Facts

1. **Tell students:** Turn to Page 15 in your TEENS Notebooks to find the sheet labeled Station #6.
2. **Tell students:** We're going to pretend that I'm taking all of you out to one of your favorite fast food restaurants and I'm buying. On your sheet you can see the names of four fast food restaurants: McDonald's, Subway, Taco Bell, and Domino's Pizza. Each of you should pick your favorite restaurant out of these four and circle it on your sheet.  
  
Now, I'm going to give each of you a copy of the menus from the restaurants. Find your menu and then write down what you would choose to eat for lunch – remember, I'm buying.
3. Hand out the menu sheets that **DO NOT** have the grams of fat listed.
4. After they have finished filling in their order, give the students the menus that **DO** have the fat grams listed.  
  
**Tell students:** Here are the same menu sheets with the fat grams listed. Now look at this menu and write down the amount of fat in each item you ordered in the column on the right. After you have listed all the fat grams, add them up to see how much total fat is in your lunch.
5. Ask some of the students to say what they ordered and how much fat was in their meal.
6. **Tell students:** Now, I'm going to show you how much fat you are eating in these meals. Four grams of fat is equal to one teaspoon of fat. Divide the number of grams of fat in your meal by four and that will be the number of teaspoons of fat you would be eating. Do this now at the bottom of your sheet.
7. Ask as many students as possible to tell you the number of teaspoons of fat that was in their meal. For each meal, spoon out that many teaspoons of shortening into a plastic cup like you did in Peer Leader Training.



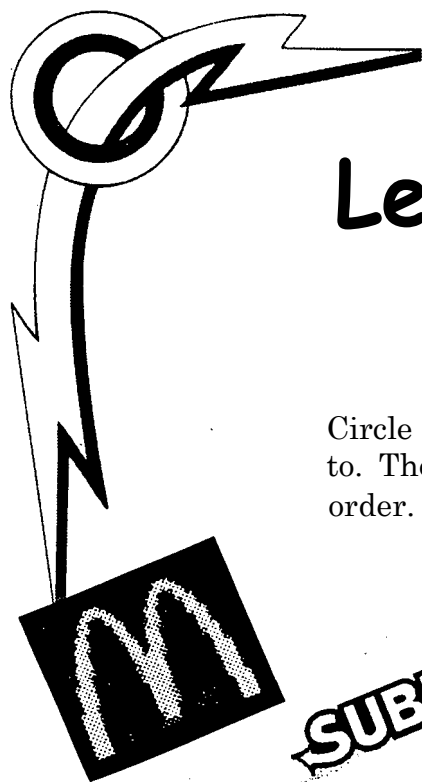
## STATION #6

### Fast Food Facts (Continued)

8. **Tell students:** You might be wondering how much fat is okay to eat. People our age should eat about 2200 calories each day. For some people, it's more and for some, it's less. Some of these calories should come from fat. Teens need between 66 and 83 grams of fat every day. Again, for some people it might be a little more or a little less. Let's say for this activity you need about 73 grams of fat every day. So, if you eat three meals a day, then a meal should contain about  $\frac{1}{3}$  of the 73 grams you should eat every day, or 24 grams of fat. Do any of your meals contain 24 grams of fat? Look at the menus again. Can anyone come up with a meal that is 24 grams of fat or lower?
9. **Tell students:** Keep this activity in mind the next time you go to a fast food restaurant.

#### Supplies needed:

Menus without grams of fat (one per student)  
Menus with grams of fat (one per student)  
Clear plastic cups (one per student)  
Can of shortening  
Teaspoons  
Paper towels



## Station #6

# Let's Go for Lunch - I'm Buying!

Circle the restaurant you go to most often or would like to go to. Then look at the menu and write down what you would order.



Menu	Fat Grams
Total grams:	
_____	
Total grams of fat ÷ 4 = Total teaspoons of fat:	



**Cold Subs**

Cold Cut Trio Sub, 6-inch  
Ham Sub, 6-inch  
Roast Beef Sub, 6-inch  
Tuna Sub 6-inch  
Turkey Breast Sub, 6-inch  
Veggie Delite™ Sub, 6-inch

**Hot Subs**

Meatball Sub, 6-inch  
Roasted Chicken Breast Sub, 6-inch  
Steak & Cheese Sub, 6-inch

**Deli Style Sandwiches**

Bologna Sandwich, 6-inch  
Turkey Breast Sandwich, 6-inch

**Salad's**

Chicken Taco Salad  
Cold Cut Trio Salad  
Roasted Chicken Breast Salad  
Tuna Salad  
Veggie Delite Salad

**Salad Dressings**

Creamy Italian Salad Dressing  
French Salad Dressing  
French Salad Dressing, Fat Free  
Italian Salad Dressing, Fat Free  
Ranch Salad Dressing  
Ranch Salad Dressing, Fat Free

**Condiments**

Cheese  
Mayonnaise  
Mayonnaise, Light  
Mustard

**Cookies**

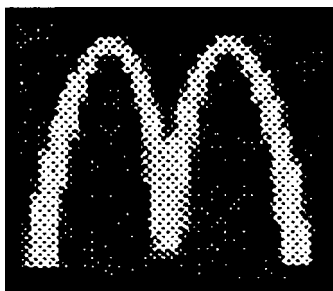
Chocolate Chip Cookie  
Oatmeal Raisin Cookie  
Sugar Cookie

**Soft Drinks**

Coca-Cola Classic®, medium 21 oz  
Diet Coke®, medium 21 oz  
Sprite®, medium 21 oz

**Other Beverages**

Milk, 1% (8 oz)  
Orange Juice (6 oz)



### **Sandwiches**

Arch Deluxe™

Big Mac®

Cheeseburger

Hamburger

Quarter Pounder®

Quarter Pounder® with Cheese

### **Chicken McNuggets®**

Chicken McNuggets®, 4-Piece

Chicken McNuggets®, 6-Piece

Chicken McNuggets®, 9-Piece

### **Side Orders**

French Pries, small

French Fries, large

French Fries, Super Size®

### **Salads**

Garden Salad

Grilled Chicken Deluxe Salad

### **Salad Dressings**

Caesar Salad Dressing

Herb Vinaigrette Salad Dressing,  
Fat Free

Ranch Salad Dressing

Red French Salad Dressing,  
Reduced Calorie

### **Condiments**

Barbeque Sauce

Croutons

Honey Mustard

### **Desserts**

Baked Apple Pie

Hot Fudge Sundae

Vanilla Ice Cream Cone, Reduced Fat

### **Shakes**

Chocolate Shake, small

Vanilla Shake, small

### **Soft Drinks**

Coca-Cola Classic®, medium (21 oz)

Diet Coke®, medium (21 oz)

Sprite®, medium (21 oz)

### **Other Beverages**

Milk, 1%

Orange Juice



**Tacos**

Double Decker™ Taco  
Grilled Chicken Soft Taco  
Soft Taco  
Soft Taco Supreme®  
Taco

**Burritos**

Bean Burrito  
Big Beef Burrito Supreme®  
Chili Cheese Burrito  
Grilled Chicken Burrito

**Specialties**

Cheese Quesadilla  
Chicken Quesadilla  
Taco Salad with Salsa  
Taco Salad with Salsa (without shell)

**Gorditas**

Gordita Supreme™ - Beef  
Gordita Supreme™ - Chicken  
Gordita Santa Fe™ - Beef  
Gordita Santa Fe™ - Chicken  
Gordita Baja™ - Beef  
Gordita Baja™ - Chicken

**Chalupas**

Chalupa Supreme™ - Beef  
Chalupa Supreme™ - Chicken  
Chalupa Santa Fe™ - Beef  
Chalupa Santa Fe™ - Chicken  
Chalupa Baja™ - Beef  
Chalupa Baja™ - Chicken

**Side Orders**

Cinnamon Twists  
Nachos  
Nachos BellGrande®  
Pintos 'n Cheese

**Condiments**

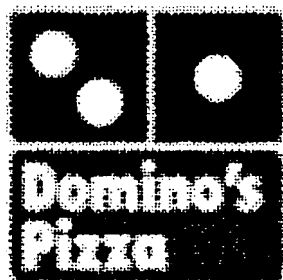
Cheddar Cheese  
Guacamole  
Hot Taco Sauce  
Salsa  
Sour Cream  
Sour Cream, Non-Fat

**Soft Drinks**

Pepsi Cola® (16 oz)  
Diet Pepsi® (16 oz)  
Dr. Pepper® (16 oz)  
Mountain Dew® (16 oz)

**Other Beverages**

Milk, 2% (8 oz)  
Orange Juice (6 oz)



**Medium (12") Pizzas**

Deep Dish Pizza (2 slices)  
Hand Tossed Pizza (2 slices)  
Thin Crust Pizza (1/4 pizza)

**“Add a Topping” For Medium Pizza, Per Slice**

Anchovies  
Bacon  
Banana Peppers  
Cheddar Cheese  
Extra Cheese  
Fresh Mushrooms  
Green Olives  
Green Peppers  
Ham  
Italian Sausage  
Onion  
Pepperoni  
Pineapple Tidbits  
Pre-cooked beef  
Ripe Olives

**Side Orders**

Barbecue Wings (1 piece)  
Breadsticks (1 piece)  
Cheesy Bread  
Hot Wings

**Salads**

Garden Salad, small  
Garden Salad, large

**Marzetti® Salad Dressings**

Cream Caesar Salad Dressing  
Honey French Salad Dressing  
House Italian Salad Dressing  
Italian Salad Dressing, Light  
Ranch Salad Dressing  
Ranch Salad Dressing, Fat-Free

**Soft Drinks**

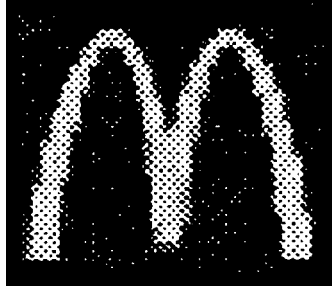
Coca-Cola Classic®, medium (21 oz)  
Diet Coke®, medium (21 oz)  
Sprite®, medium (21 oz)

**Other Beverages**

Milk, 1%  
Orange Juice



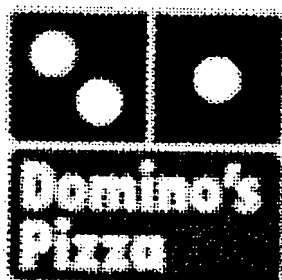
<b>Cold Subs</b>	<b><u>Total Fat (g)</u></b>
Cold Cut Trio Sub, 6-inch	13
Ham Sub, 6-inch	5
Roast Beef Sub, 6-inch	
Tuna Sub 6-inch	3
Turkey Breast Sub, 6-inch	4
Veggie Delite™ Sub, 6-inch	3
<b>Hot Subs</b>	
Meatball Sub, 6-inch	16
Roasted Chicken Breast Sub, 6-inch	6
Steak & Cheese Sub, 6-inch	10
<b>Deli Style Sandwiches</b>	
Bologna Sandwich, 6-inch	12
Turkey Breast Sandwich, 6-inch	4
<b>Salads</b>	
Chicken Taco Salad	
Cold Cut Trio Salad	14
Roasted Chicken Breast Salad	4
Tuna Salad	30
Veggie Delite Salad	1
<b>Salad Dressings</b>	
Creamy Italian Salad Dressing	6
French Salad Dressing	5
French Salad Dressing, Fat Free	0
Italian Salad Dressing, Fat Free	0
Ranch Salad Dressing	9
Ranch Salad Dressing, Fat Free	0
<b>Condiments</b>	
Cheese	3
Mayonnaise	4
Mayonnaise, Light	2
Mustard	0
<b>Cookies</b>	
Chocolate Chip Cookie	10
Oatmeal Raisin Cookie	8
Sugar Cookie	12
<b>Soft Drinks</b>	
Coca-Cola Classic®, medium 21 oz	0
Diet Coke® medium 21 oz	0
Sprite®, medium 21 oz	0
<b>Other Beverages</b>	
Milk, 1% (8 oz)	3
Orange Juice (6 oz)	0



	<u><b>Total Fat (g)</b></u>		<u><b>Total Fat (g)</b></u>
<b>Sandwiches</b>		<b>Condiments</b>	
Arch Deluxe™	31	Barbeque Sauce	0
Big Mac®	31	Croutons	
Cheeseburger	13	Honey Mustard	5
Hamburger	9	<b>Desserts</b>	
Quarter Pounder®	21	Baked Apple Pie	13
Quarter Pounder® with Cheese	30	Hot Fudge Sundae	12
		Vanilla Ice Cream Cone, Reduced Fat	5
<b>Chicken McNuggets®</b>		<b>Shakes</b>	
Chicken McNuggets®, 4-Piece	11	Chocolate Shake; small	9
Chicken McNuggets®, 6-Piece	17	Vanilla Shake, small	9
Chicken McNuggets®, 9-Piece	26	<b>Soft Drinks.</b>	
<b>Side Orders</b>		Coca-Cola Classic®, medium (21 oz)	0
French Fries, small	10	Diet Coke®, medium (21 oz)	0
French Fries, large	22	Sprite®, medium (21 oz)	0
French Fries, Super Size®	26	<b>Other Beverages</b>	
<b>Salads</b>		Milk, 1%	3
Garden Salad	0	Orange Juice	0
Grilled Chicken Deluxe Salad	2		
<b>Salad Dressings</b>			
Caesar Salad Dressing	14		
Herb Vinaigrette Salad Dressing, Fat Free	0		
Ranch Salad Dressing	21		
Red French Salad Dressing, Reduced Calorie	8		



	<u><b>Total Fat (g)</b></u>
<b>Tacos</b>	
Double Decker™ Taco	15
Grilled Chicken Soft Taco	7
Soft Taco	10
Soft Taco Supreme	13
Taco	10
<b>Burritos</b>	
Bean Burrito	12
Big Beef Burrito Supreme®	23
Chili Cheese Burrito	13
Grilled Chicken Burrito	13
<b>Specialties</b>	
Cheese Quesadilla	18
Chicken Quesadilla	19
Taco Salad with Salsa	52
Taco Salad with Salsa (without shell)	22
<b>Gorditas</b>	
Gordita Supreme™ - Beef	14
Gordita Supreme™ - Chicken	13
Gordita Santa Fe™ - Beef	23
Gordita Santa Fe™ - Chicken	20
Gordita Baja™ - Beef	21
Gordita Baja™ - Chicken	18
<b>Chalupas</b>	
Chalupa Supreme™ - Beef	
Chalupa Supreme™ - Chicken	20
Chalupa Santa Fe™ - Beef	29
Chalupa Santa Fe™ - Chicken	26
Chalupa Baja™ - Beef	27
Chalupa Baja™ - Chicken	24
<b>Side Orders</b>	
Cinnamon Twists	8
Nachos	18
Nachos BellGrande®	39
Pintos 'n Cheese	8
<b>Condiments</b>	
Cheddar Cheese	2
Guacamole	3
Hot Taco Sauce	0
Salsa	0
Sour Cream	4
Sour Cream, Non-Fat	0
<b>Soft Drinks</b>	
Pepsi Cola® (16 oz)	0
Diet Pepsi® (16 oz)	0
Dr. Pepper® (16 oz)	0
Mountain Dew® (16 oz)	0
<b>Other Beverages</b>	
Milk, 2% (8 oz)	5
Orange Juice (6 oz)	0



	<b><u>Total Fat (g)</u></b>
<b>Medium (12") Pizzas</b>	
Deep Dish Pizza (2 slices)	22
Hand Tossed Pizza (2 slices)	11
Thin Crust Pizza (1/4 pizza)	12
<b>“Add a Topping” For Medium Pizza, Per Slice</b>	
Anchovies	1
Bacon	9
Banana Peppers	0
Cheddar Cheese	5
Extra Cheese	4
Fresh Mushrooms	0
Green Olives	2
Green Peppers	0
Ham	1
Italian Sausage	6
Onion	0
Pepperoni	7
Pineapple Tidbits	0
Pre-cooked beef	7
Ripe Olives	2
<b>Side Orders</b>	
Barbecue Wings (1 piece)	2
Breadsticks (1 piece)	4
Cheesy Bread	6
Hot Wings	2
<b>Salads</b>	
Garden Salad, small	0
Garden Salad, large	0
<b>Marzetti® Salad Dressings</b>	
Cream Caesar Salad Dressing	22
Honey French Salad Dressing	18
House Italian Salad Dressing	24
Italian Salad Dressing, Light	1
Ranch Salad Dressing	29
Ranch Salad Dressing, Fat-Free	0
<b>Soft Drinks</b>	
Coca-Cola Classic®, medium (21 oz)	0
Diet Coke®, medium (21 oz)	0
Sprite®, medium (21 oz)	0
<b>Other Beverages</b>	
Milk, 1%	3
Orange Juice	0

# **Station #5**

# **Station #6**



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Name

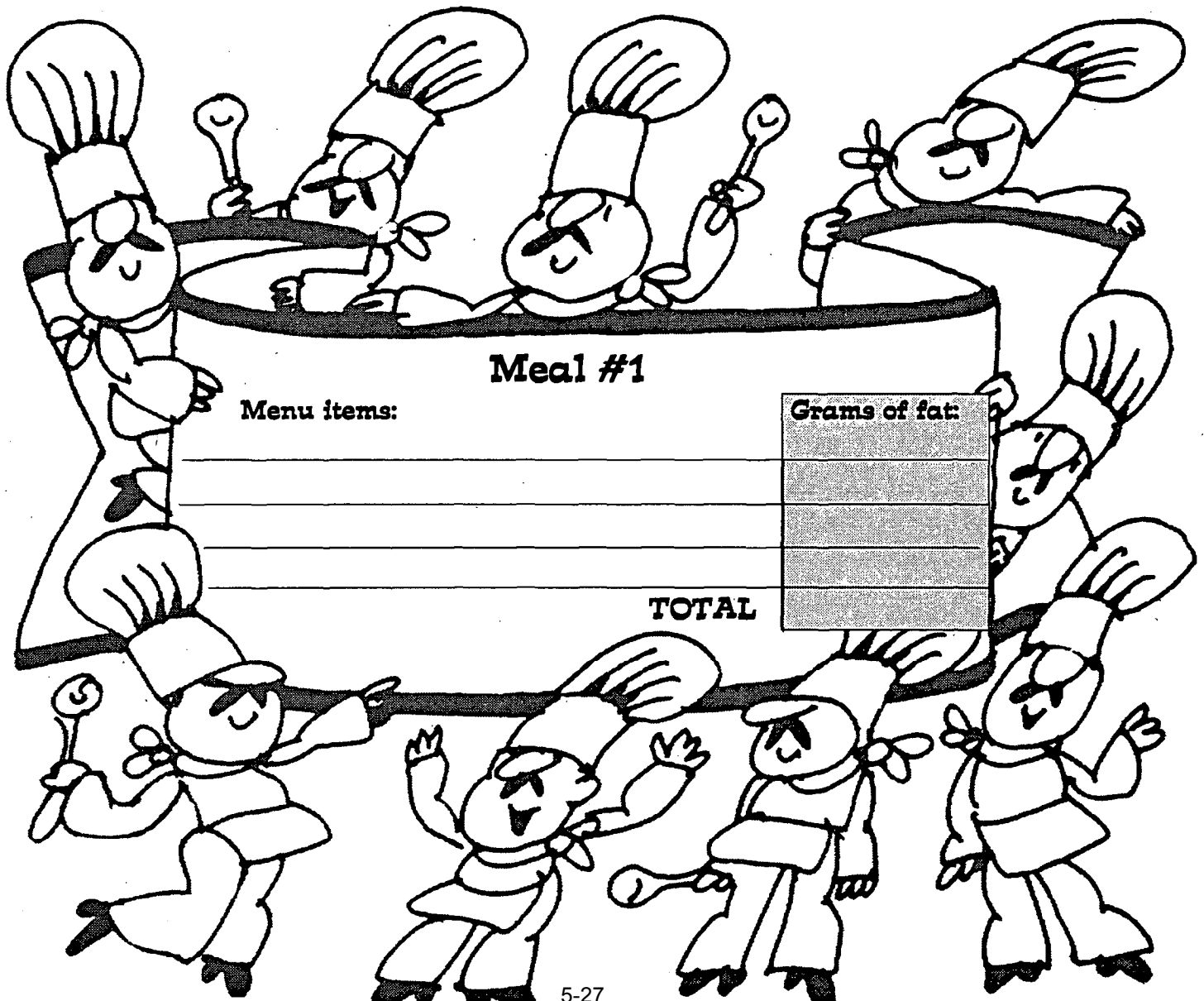
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Date due

# I'm in the Mood for Low-fat fast food

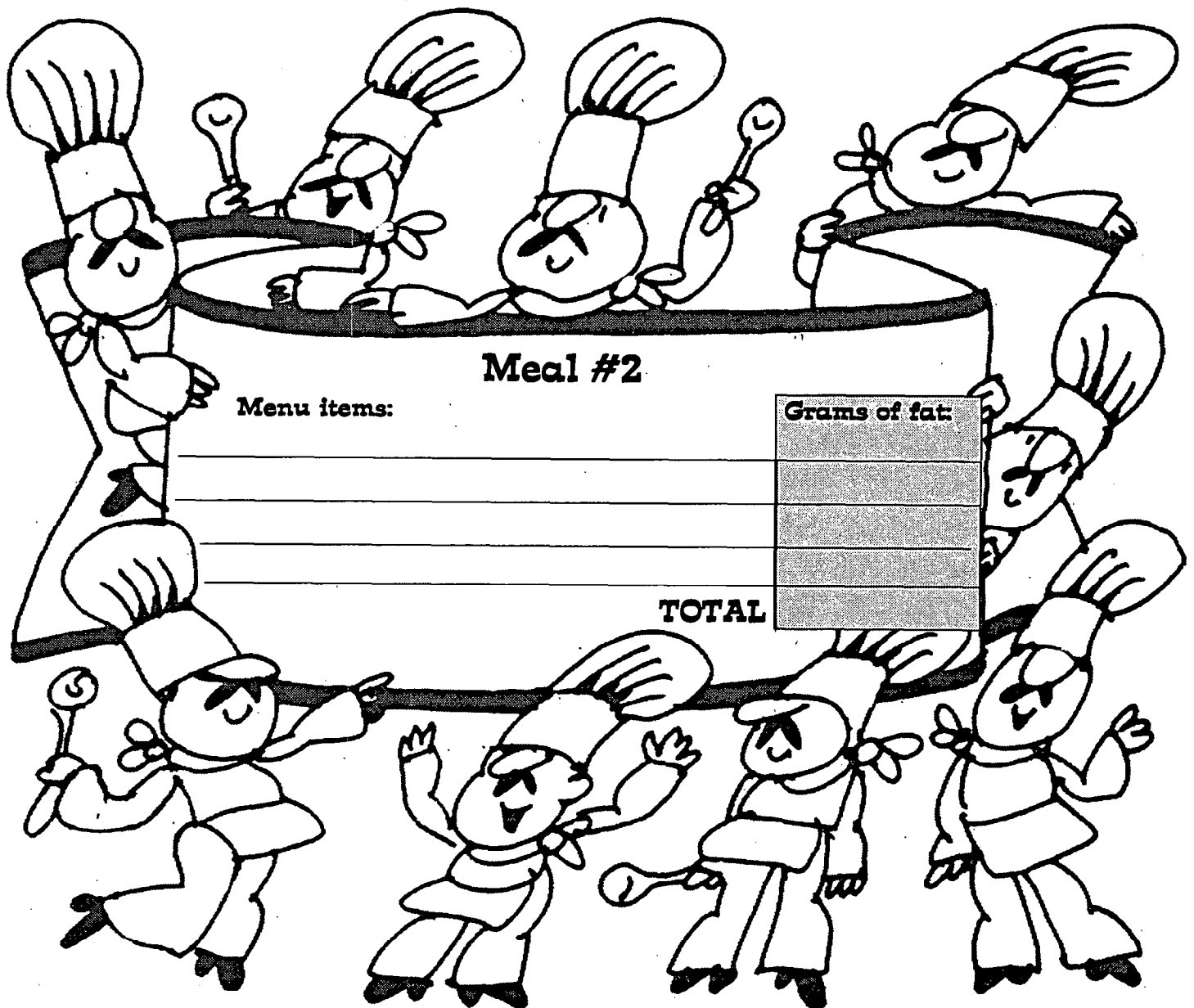
**Directions** Look over at least two of the fast food menus you received during class today. Choose one or two meals of no more than **24 grams of fat** each that you think you would like to eat at the restaurant. List on the lines below the name of the restaurant, the menu items you would choose to eat, and the number of grams of fat in each item.

Name of restaurant: \_\_\_\_\_



# I'm in the Mood for Low-fat Fast Food (Continued)

Name of restaurant: \_\_\_\_\_



# Teens RETURN CARD #2

Research has shown that eating a diet high in fruits and vegetables can prevent some kinds of cancer. Many parents say that they try to get their children to eat more vegetables, but it seems like an impossible task. This week take a moment to ask your teen what vegetables they would eat (French fries don't count!), how they would like them prepared and decide on a meal when they would be served. Then follow through and serve the vegetable at that meal. Then try it again next week! Use the lines below to help you plan.

Vegetable my teen would like: \_\_\_\_\_

How prepared: \_\_\_\_\_

To be served at \_\_\_\_\_ on \_\_\_\_\_  
Meal Day

☐ Yes! I read the Parent Pack information and will send my coupons when we have completed some of the activities.

☐ Yes! We did the Parent Pack Assignment on this Return Card!

\_\_\_\_\_  
Print name of student

\_\_\_\_\_  
Parent/Guardian signature

# Teens RETURN CARD #2

Research has shown that eating a diet high in fruits and vegetables can prevent some kinds of cancer. Many parents say that they try to get their children to eat more vegetables, but it seems like an impossible task. This week take a moment to ask your teen what vegetables they would eat (French fries don't count!), how they would like them prepared and decide on a meal when they would be served. Then follow through and serve the vegetable at that meal. Then try it again next week! Use the lines below to help you plan.

Vegetable my teen would like: \_\_\_\_\_

How prepared: \_\_\_\_\_

To be served at \_\_\_\_\_ on \_\_\_\_\_  
Meal Day

☐ Yes! I read the Parent Pack information and will send my coupons when we have completed some of the activities.

☐ Yes! We did the Parent Pack Assignment on this Return Card!

\_\_\_\_\_  
Print name of student

5-29

\_\_\_\_\_  
Parent/Guardian signature

# FOODS FOR DUDES

## Session Five

- Donny:** Hey, I hear a munch, I hear a crunch, it's time for lunch and FOODS FOR DUDES with Donny —
- Darlene** And Darlene. Welcome to FOODS FOR DUDES, the call-in show for kids who like to eat-and who doesn't? (*haha*)
- Donny:** Nobody I know, Darlene. Say, we have a problem here, listeners, we have a problem and we need your help to solve it.
- Darlene** Listen up, out there because we have a true moral dilemma here, an ethical puzzle of sorts, I would definitely say.
- Donny:** As a matter of fact we're going to stray from our usual format today because this is of vital concern to all of us. I'd say that, wouldn't you, Darlene?
- Darlene** Definitely, Donny. Definitely I'd say that. I'm going to say that. This is of vital concern to all of us. There, I said it.
- Donny:** I'll say. So all you dudes out there, here is the problem. McDonald's has offered to sponsor our show. Did you hear that? McDonald's has offered to sponsor our show.
- Darlene:** What we'd like to do right now is open up the phone lines and hear from as many of you as possible about why you do or don't think we should have McDonald's as a sponsor of FOODS FOR DUDES; nationally recognized as one of the most popular health. shows on the air and I mean on the air. What are we gonna do, Donny?
- Donny:** Don't worry, Dar. Whenever we've needed guidance our listeners have come through. They're our light, our beacon in the night, our Rudolph the Red Nosed Reindeer. . . our . . .
- Darlene** Our Rudolph the Red Nosed Reindeer?
- Donny:** You know, (*sings*) then one foggy Christmas Eve Santa came to say, Rudolph with your nose so bright, won't you guide my sleigh tonight . . .
- Darlene** Alright already. Here's our first caller. You're on the air.
- Randy:** Hi, I'm Randy and I'm from Tulsa, Oklahoma.
- Donny:** (*sings*) Oklahoma where the wind comes sweeping down the plain . . . Hey, Randy! So what do you think? Should McDonald's be a sponsor of our show?
- Randy:** I don't think so because your show is all about healthy foods and McDonald's isn't exactly healthy.

**Donny:** That's partly true, there are foods that are high in fat at McDonald's like Big Mac's and the apple pies, the French fries of course if you eat a lot of them, but they also have salads and grilled chicken sandwiches—there are some low fat foods there.

**Darlene:** It's all in what you choose, but that is a very worthwhile comment Randy and we thank you. We're going to move on to the next caller. We want to hear from as many of you as possible. Hello, you're on the air.

**David:** Hi, this is David from Mobile, Alabama.

**Donny:** (*sings*) Stars fell on Alabama last night . . . David, okay? let 'er rip. What do you think?

**David:** I think you should let McDonald's be a sponsor of your show because. kids are gonna go there so deal with it, you know?

**Darlene:** This is a big deal to deal with. Thanks for your comment, David. I get it, Donny. I get it. Kids are going to go to McDonald's no matter what, so it's just a matter of knowing what to do when you get there. Like instead of ordering a Big Mac you could have three regular hamburgers and still not have as much fat as one Big Mac.

**Donny:** I see your point. Like instead of having a Super Size fries you could have a medium or a small order of fries.

**Darlene:** And you don't even have to have a burger. You could have a fish sandwich or a grilled chicken sandwich and it even comes with lettuce and tomato. This is good, David, this is helpful.

**Donny:** The phones are going crazy. Here's the next caller. Hello, you're on the air.

**Katie:** This is Katie from Casper Wyoming.

**Donny:** (*sings*) Casper, the friendly ghost, the friendliest ghost I know... Hey, K-K-K-Katie, what do you think? Yes, McDonald's or no, McDonald's?

**Katie:** I think if you let McDonald's sponsor your show it's like selling out. McDonald's is just out to make money. They could care less about our health. You know all those law suits against the tobacco companies for selling cigarettes that cause lung cancer. I'll bet in fifty years people will be suing places like McDonald's for giving them heart attacks! I can't believe you'd even consider it! You guys are, better than that! You actually care about us kids!

**Darlene:** I think I'm going to cry, Katie. Yes, there is a tear coming down my cheek right now. There really is.

**Donny:** She's right, Katie. I have to admit I'm a bit misty myself. Here, Dar, have a Kleenex.

**Darlene**     *(Sound of nose blowing.)* Thank you for that, Katie. Thank you so much. You know, it's true, McDonald's is in business for the money and believe me, if we were just in this for the money we wouldn't be doing what we're doing.

**Donny:**     You got that right, Darlene. Hey, Katie, thanks for that great response. We've got lots of callers on the line. Hello, you're on the air.

**Thea:**        Hi, this is Thea from Warren, Vermont.

**Donny:**     *(sings)* Warren in the world is Carmen Sandiego?

**Darlene**     Donny, you never cease to amaze me.

**Donny:**     I never cease to amaze me! Okay, Thea, what do you Thea over the deep blue thee? Just kidding. Okay, Thea, lay it on me! What do you think? Yes McDonald's or no McDonald's?

**Thea:**        I think yes, because it's my favorite food and my little sister loves the toys.

**Donny:**     Aha, the toys! The toys! Aha! The toys! What about the toys?

**Darlene**     **I think I see your point, Thea. McDonald's attracts children and of course** their parents by offering them free toys in the Happy Meals. If kids associate us with McDonald's they'll associate us with fun and games. Is that what you were trying to say, Thea?

**Thea:**        Um, I don't...

**Donny:**     Or, were you trying to bring up' the point that McDonald's uses children to get their parents to go to McDonald's and that if we have McDonald's as a sponsor our listeners will think we're trying to influence them by having them associate us with McDonald's? Is that it, Thea?

**Thea:**        Well, I...

**Darlene**     Or were you thinking that little kids think toys are a good thing so will they think that everything at McDonald's is good for them – even the foods that are high in fat, like chicken McNuggets? Was that it, Thea?

**Thea:**        I..um..

**Donny:**     Or were you thinking that since the toys are fun, if our health show is sponsored by McDonald's kids will think health is fun? Was that it, Thea?

**Thea:**        **I JUST LIKE THE FOOD AND MY SISTER JUST LIKES THE TOYS!**  
*(sound of phone slamming)*

**Darlene**     Oh, dear, she must be having a bad day. Don't worry Thea, it'll get better. Auntie Darlene promises!

**Donny:** I'm feeling overwhelmed, Darlene, there are hundreds of callers on the line and we're almost out of time. We need to do this scientifically.

**Darlene** You're right, Donny. This is a matter for science to decide. We are about to conduct a scientific analysis of the situation, but our time is running out.  
This is Darlene-

**Donny:** And Donny signing off till next time on—

**Don &  
Darlene** Foods for Dudes

**Darlene** And remember, we eat lunch.

**Donny:** So you eat lunch.

**Darlene** Okay, let's flip a coin, tails McDonald's, heads....

**THOSE FANTASTIC FRUITS**

Approx. Minutes	Activities	Teacher Materials	Student Materials
5	1. Assignment Check	Foods for Dudes Session 6 Cassette Cassette Player	TEENS Group File TEENS Student Notebook and Folder
10	2. Foods for Dudes		TEENS Peer Leader Guide Snacks*
20	3. Snack Preparation & Sampling Snacks		
10	4. Assignments & Scoring		
Total: 45			

\*See SNACKS AND REQUISITIONS section of this manual for recommended snacks and supplies.

**Activity 1: Assignment Check** \_\_\_\_\_

- A. Tell students to take out their assignment, **I'm in the Mood for Low-Fat Fast Food**, due today.
- B. Ask for a show of hands of how many students completed their assignment to decide on a meal of **24 grams of fat** or less that they would like to eat at two fast food restaurants.
  1. **Congratulate** those students, and ask for a few volunteers to report some of the restaurant meals they chose and how many grams of fat were in those meals.
  2. Discuss some of the menu items reported, **as time permits**.
  3. Encourage students to try some of the lower fat items offered when eating at these fast food restaurants.



## Activity 2: Foods for Dudes

---

A. Play **Foods for Dudes Session 6 Cassette**. Remind students to clear their desks, or tables so they can listen.

B. Discuss some of the main points on the cassette.

### ASK:

- Did Donny and Darlene say that it is true that if you eat an apple a day you won't get sick?  
*(No, eating an apple every day does not guarantee that you will not get sick, but eating a variety of 5 servings of fruits and vegetables every day can contribute to keeping you healthy.)*
- How much is a serving of fruit or vegetables?  
*(About 1/2 cup or a piece of fruit, such as an apple or a pear or 6 ounces of juice.)*
- Did Donny and Darlene tell Greta from Nome that fresh fruits are the best fruits to eat?  
*(No, they told her that you don't have to eat only fresh fruits to get benefits. Canned, frozen, and dried fruits are good for you, as well as fruit juices.)*
- Name some of your favorite fruits and how you like to eat them – for example, do you like them fresh, canned, or dried; and do you like them best by themselves or in or on other foods?  
*(Discuss students' answers. as time permits.)*

## Activity 3: Snack Preparation & Sampling Snacks

---



Prior to this session, be sure all of the food items and supplies are available for each-recipe to be prepared today. See **SNACKS AND REQUISITIONS** section of this manual for recommended snacks & supplies.

A. Announce that today in their groups, they are going to have the opportunity to prepare, and then eat, three fruit snacks.

1. Emphasize that fruits make a sensational snack, as well as a great addition to any meal during the day.
2. Ask if anyone can name some of the benefits of eating fruits every day.

3. **Briefly** reinforce the answer with these points, as needed:

- Carbohydrates for energy.
- Vitamin A for skin and eyes.
- Vitamin C to help cuts heal and help prevent infections.
- Iron in dried fruits for blood cells.
- Beta carotene, Vitamin A, and Vitamin C help protect us from cancers.
- Fiber to help with digestion and to help in the prevention of cancer.

B. Allow students time to wash their hands before making the snacks.

C. Tell students to turn to the **SNACKS & RECIPES** section of their notebook, and point out the three fruit recipes they will be preparing today on Page 23.

1. Tell the Peer Leaders to turn to Page 30 in the Peer Leader Guide and use **Peer Leader Sheet #3** to help them with the recipes.
2. Explain that the Peer Leaders will assist each group in dividing up the tasks and beginning preparations for the snacks.
3. Emphasize that they only have about 20 minutes to prepare and eat their snacks, so they should all listen carefully to what the Peer Leader says and follow directions.
4. Tell the class to divide into their groups, and direct each group to where they should prepare their fruit snacks.
5. Monitor the snack preparation, eating, and clean-up.

D. Ask groups to **evaluate the three snacks** they prepared today and rate them from the one they liked the best to their least favorite.

1. Write the names of the three fruit snacks on the chalkboard or transparency.
2. Call on the Peer Leader of each group to report their group's number one snack, then go around and ask for the second best, etc., and tally the votes next to the snack names.
3. Announce the winning snack, and encourage students to prepare these recipes again at home, as well as try the other fruit recipes included in their notebook.

## Activity 4: Assignments & Scoring

---

A. Inform students that today's assignment is a new challenge.

1. First of all, instruct Peer Leaders to distribute the **Check Out the Chow Assessments** the students completed in Session 3. These should be in the yellow student folders in the Group File.
2. Ask students to also turn to their **What I Actually Ate: Two-Day Food Records** in their notebooks.
3. Tell students to count how many servings of fruits were listed on their food record each day.
4. Ask students if they are "up" for a new challenge, and then issue the new challenge they should try to meet before the next TEENS class. **Challenge #2: to eat at least 2 more servings of fruits each day for the next two days, than the number tallied on their assessment.** Remind students that a serving of fruit is 1/2 cup or a piece of fresh fruit, such as an apple or pear or 6 oz. of 100% fruit juice.
5. Explain that if their assessment indicates that they were eating 1 serving of fruit a day, they should try to eat at least 2 more servings each day for the next two days, so they are eating at least 3 servings a day.
6. Emphasize that these servings of fruit can be fresh, frozen, canned, or dried fruit – or 100% fruit juice, they just need to eat at least 2 more servings than what they are eating now.

B. Ask Peer Leaders to find the sheet, **A Challenge I Can Meet – #2** in the Session 6 section of their group file and distribute one to each student.

1. Read aloud (or ask Peer Leaders to read aloud) the points of this second challenge and the **Challenge #2 Statement** at the top of the page.
2. Explain that students are to think of times during the day when they can eat fruits, and then record all of the fruits they eat on **Day 1** and **Day 2** of the challenge.

C. Point out the **Challenge Check** sections, emphasizing that they complete this section **after** they have achieved their challenge.

1. Emphasize the **problems or barriers** lines below each **Challenge Check**. Tell students that if they do not achieve their challenge on one or more of the days, they can use this space to write down the reason or reasons why they were not able to achieve it and try again.
  2. Remind students to keep trying if they don't meet their challenge the first time.
  3. Tell students to bring their completed challenges to the next TEENS class and to write that date on the "Date due" line at the top of the page.
- D. Instruct students to fill in their **Challenge #2 Statement**, and ask if there are any questions about how to fill in the rest of the page.
1. Ask for a show of hands of how many students think they can meet the challenge and eat at least 2 more servings of fruits for the next two days.
  2. **Encourage students** to see if they can achieve this new challenge, and discuss some of the times and places they can eat fruits.  
*(Emphasize that some kind of fruit is available at school breakfast and lunch every day; there are some fruits available in convenience stores and perhaps they could ask their parents-to buy some fruit or 100% fruit juice for them.)*
  3. Tell students to keep their Check Out the Chow assessments in their folders. They will need them again for future activities.
  4. Remind students of the fruit snacks they prepared in class today, and suggest that they make one of these recipes again at home for their family.
- E. Ask Peer Leaders to take out their group's **It All Adds Up Scorecard**.
1. Ask Peer Leaders to record any points in the previous class sections that the members of their group have now scored for completing assignments and/or returning their **Back Again Return Cards 1 and 2**.
  2. Ask them to then record any points in the Session 5 section that the members of their group scored for completing their **I'm in the Mood for Low-Fat Fast Food** assignment due today and to collect that assignment and put it in the yellow student folders at the back of the Group File.
  3. Encourage students who have not completed past assignments or have not returned their return cards, to do so as soon as possible.
  4. Ask Peer Leaders to point out today's assignments in the Session 6 section.
  5. Remind students that when they complete these assignments and bring them back to the next TEENS class, the Peer Leader will record the points they scored.

## Notes & Reminders

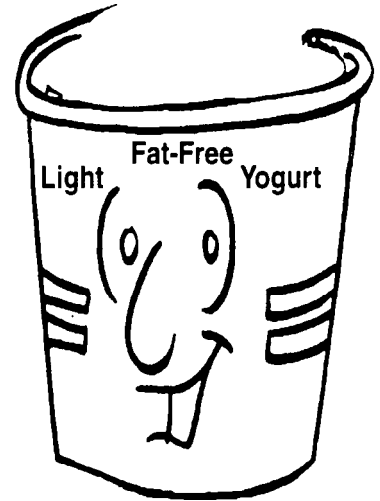
- Fast forward the **Foods for Dudes** cassette tape so it will be ready for Session 7.

**BANANA BASH****Ingredients:**

1 8-ounce container of Dannon Fat Free, Light Strawberry Yogurt  
1 banana

**Directions:**

Empty the strawberry yogurt into a mixing bowl.  
Peel banana and slice into the yogurt.  
Stir and enjoy!



Explain what you liked about this snack: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Will you try to make this again at home?



Yes



No

Why not? \_\_\_\_\_

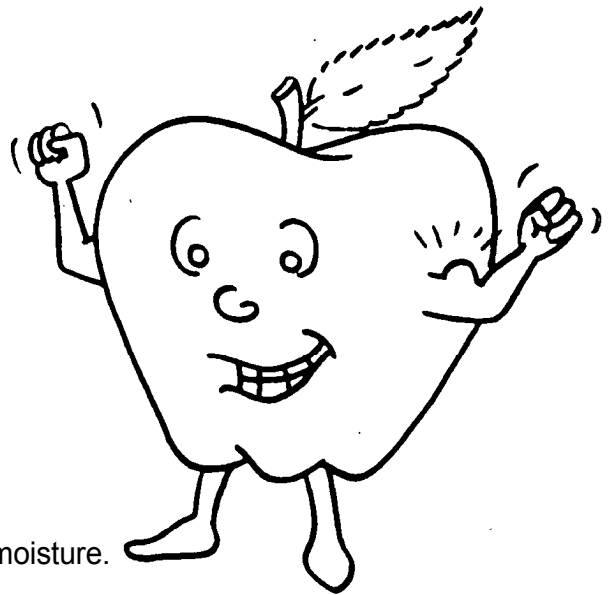
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**APPLE  
CRUNCHERS****Ingredients:**

3 apple slices  
1 teaspoon peanut butter  
1/4 cup crisp rice cereal

**Directions:**

Cut apples into slices.  
Blot apple slices with a paper towel to remove excess moisture.  
Spread peanut butter on apple slices.  
Roll the peanut butter apple slices in crisp rice cereal.  
Enjoy!



Explain what you liked about this snack: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Will you try to make this again at home?



Yes



No

Why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

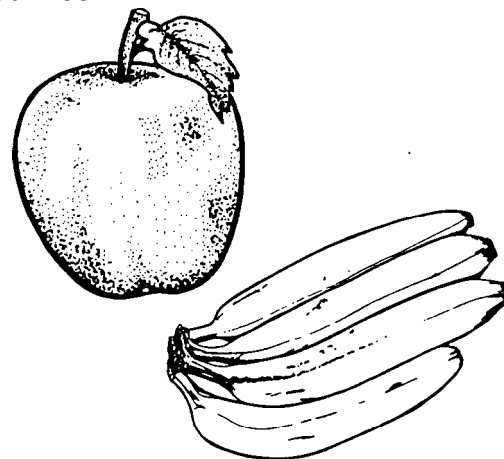
## Low-Fat Fruit Dip

### (I Can't Believe It's Low-Fat)

1/4 cup Hershey's Chocolate Shoppe Fudge Topping-Fat Free  
 1/4 cup plain, non-fat yogurt  
 1 apple  
 1 banana

#### Directions:

1. Mix the first two ingredients together in a mixing bowl.
2. Cut apple using apple corer.
3. Peel banana and cut into chunks.
4. Spoon dip onto a plate.
5. Dip fruit and enjoy!



Calories from dip: 240 for the entire amount, zero calories from fat

Explain what you liked about this snack: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Will you try to make this again at home?



Yes



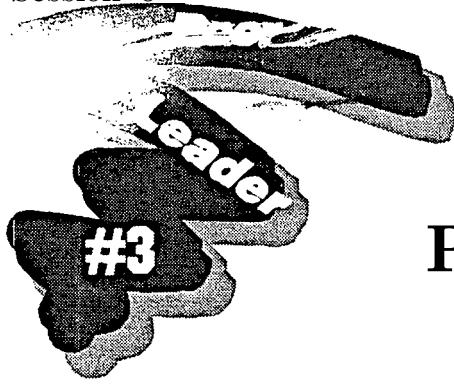
No

Why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



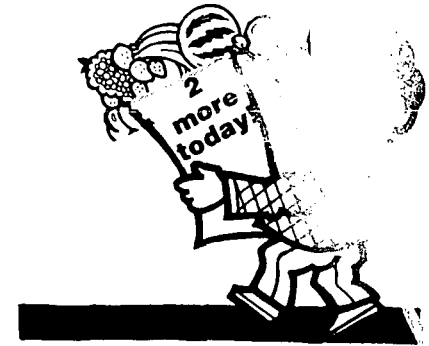


## Preparing Snacks

Use this sheet to help you and your group prepare the snacks quickly.

Assign one or two people to do each of the following tasks. They can all be working at the same time.

1. Slice banana and mix with strawberry yogurt.
2. Measure chocolate sauce and mix with plain yogurt.
3. Cut fruit for Chocolate Fruit Dip and Apple Crunchers.
4. (Two people) For Apple Crunchers, cut apple slices and blot with paper towel, spread with peanut butter, dip in Rice Krispies.



# A Challenge I Can Meet #2

Name \_\_\_\_\_

Date due \_\_\_\_\_

YES!!



I accept the challenge...

During the next 2 days I, \_\_\_\_\_ will try to eat at least 2 more servings of fruits each day than I usually do. I will try to eat a total of at least servings of fruits during Day 1 and during Day 2.

Day 1: \_\_\_\_\_

Date

Times during the day when I could eat some fruit:

---



---



---

The fruits I ate today are:

---



---



---



**Day 1 Challenge Check**  
I DID IT! I achieved my challenge!

Signature \_\_\_\_\_

Day 1 problems or barriers? \_\_\_\_\_

Day 2: \_\_\_\_\_

Date

Times during the day when I could eat some fruit:

---



---



---

The fruits I ate today are:

---



---



---



**Day 2 Challenge Check**  
I DID IT! I achieved my challenge!

Signature \_\_\_\_\_

Day 2 problems or barriers? \_\_\_\_\_

# FOODS FOR DUDES

## Session Six

- Donny:** Hey, I hear a munch, I hear a crunch, it's time for lunch and FOODS FOR DUDES with Donny –
- Darlene** And Darlene. Welcome to Foods For Dudes, the call-in show for kids who like to eat – and who doesn't? (*haha*)
- Donny:** You're right on that one, Darlene. Say, let's start right in here with the mail.
- Darlene** You know I'm feeling like just jumping right in, myself, Donny. I've got a letter here from Alex in Seattle, Washington.
- Donny:** Ah, Seattle (*sings*) The bluest skies there ever were are in Seattle....
- Darlene** You know, Donny, You truly have missed your calling. You should have hosted *Name That Tune*.
- Donny:** Aw, Dar, You're too much. Too much, really. So Alex from Seattle — what does he say?
- Darlene** Dear Darlene and Donny, I love listening to your show. Is it true what they say about an apple a day keeps the doctor away? Would you really not get sick if you ate an apple every day? Thank you, Alex.
- Donny:** No, Alex, thank YOU for such an excellent question. Eating an apple every day will not, in itself, keep the doctor away. BUT, eating at least five fruits and vegetables every day will certainly help you stay healthy. Fruits are usually sweet and juicy and contain vitamins like A and C that your body really needs to grow and be strong AND people who eat a diet high in fruits and vegetables have less risk of getting some very serious diseases like some types of cancer or heart disease. So you have to eat more than just apples, but eating a variety of fruits every day will certainly help you stay healthy.
- Darlene** Oh, Donny, this is really exciting we have a caller from Nome, Alaska on the line! Hello, are you there?
- Greta:** Yes, I am.
- Donny:** Ah, *Nome... (sings)* Nome, Nome on the range . . . I
- Darlene** That's stretching it, Donny.
- Donny:** Stretch, smetch, it works. What's your name?
- Greta:** Greta.
- Donny:** So Greta from Nome, thanks for calling and what's your question? Hey, Greta, you're supposed to say Alaska question — get it? Alaska question!

**Darlene** She's probably gotten that several times, Donny. Go ahead, Greta, ask and ye shall be answered.

**Greta:** I have a question about fruits. Aren't they loaded with pesticides and other chemicals? Should we really be eating them or are they actually endangering our health? I think we have a right to know.

**Donny:** Greta, what's an ice girl like you doing with a question like that?! Get it? What's an "ice girl"? You know you're from Alaska, it's cold there...

**Darlene** Donny! She got it. We got it. Now if you don't mind I'd like to give her an answer.

**Donny:** Well, aren't we snooty today.

**Darlene** I am not snooty.

**Donny:** Are too.

**Darlene** Am not.

**Donny:** Are too.

**Darlene** Am not.

**Donny:** Are –

**Greta:** Um, excuse me, but could you please answer my question?!!

**Darlene** Of course, Greta, I was just about to do that very thing, but I have to tell you Greta, you have struck a nerve here, you have struck a nerve inside of me because this is a hot issue. Oh, Ouch! Greta! It's so hot I burned myself! Listen, here is what I think. First of all, not eating fruits or vegetables FOR SURE endangers your health. So avoiding them because of chemicals isn't the answer. Second of all, you can always buy organic fruits and vegetables which means they are grown without chemicals and pesticides. Now they may be more expensive, but they taste fine and you don't have to worry about chemicals.

**Donny:** The other thing you can do, Greta, is be sure to wash the outside of all the fruits and vegetables you buy before you eat them. You can just wash them in plain water. You can even scrub the ones that are harder like apples and oranges. Now when I said wash ALL I meant ALL because even the ones that have a skin or peel that you don't eat should still be scrubbed because if you cut them the knife will go through the peel and the chemicals on the peel will get on the knife and then on your food. So they should all be washed or scrubbed. You might decide not to eat the peel or skin of some fruits, but then you might be missing out on a lot of nutrients.

**Darlene** And after you wash the fruits, eating them is much better for your health than not eating them at all. As a matter of fact you should eat at least three to five servings of fruit every day.

**Greta:** Yeah, but am I ever gonna eat that much? I don't even like that many kinds of fruit and we don't exactly grow oranges in Alaska!

**Donny:** Good point, Greta, touche' good point. So, "your snootiness", what do you think of that?

**Darlene** I am not snooty.

**Donny:** Are too.

**Darlene** Am not.

**Donny:** Are—

**Greta:** Wait a minute! What about my question?!

**Darlene** Yes, right, of course, Greta dear. You don't have to eat fresh fruits to get the benefits from them. You can eat canned or even frozen fruits or even dried fruit and it's still good for you! Try having some fruit for a snack or over frozen yogurt or even on top of cereal. Drink a glass of 100% fruit juice and you've had one fruit serving. Try dipping apples in a little bit of carmel or even peanut butter. Dip a pear slice or banana in a small amount of chocolate syrup. Try the fruits offered in your school lunch!

**Donny:** Old snooty-face is right, Greta. There are lots of kinds of fruit and lots of ways to eat fruits. Does that make sense?

**Greta:** I guess so. It's really important to eat fruits every day. I just have to wash them first or else eat them peeled like if they're canned. So I guess I could have orange juice with breakfast. I like canned pears and they serve those at lunch at school. The bananas with chocolate sauce sounds great and maybe I could just talk to my mom about buying more fruit for us to have at home.

**Donny:** Great going, Greta, you've got it! Thanks for a terrific question. What do you say, Tooty Snooty?

**Darlene** *(holding back tears)* Greta, I also wish to thank you for a very enlightening question. Would you please tell my cohost that I am no longer speaking to him?

**Greta:** Hey, I'm not getting in the middle of this. Thanks. I'm outta here.

**Darlene** *(a little weepy)* I'm just having a bad day, Donny.

**Donny:** Aw, Dardar, I'm sorry I was a little hard on you, wasn't I? Forgive your Donny-poo, pretty please.

**Darlene** *(crying)* Oh, All right. *(quick mood change)* This is Darlene—

**Donny:** And Donny

**Darlene**                      Signing off till next time on—

**Don &  
Darlene**                      Foods for Dudes

**Darlene**                      And remember, we eat lunch.

**Donny:**                      So you eat lunch.

**THAT BUSINESS OF BREAKFAST**

Approx. Minutes	Activities	Teacher Materials	Student Materials
5	1. Challenge #2 Check		TEENS Group File TEENS Student Notebook and Folder
10	2. Foods for Dudes	Foods for Dudes Session 7 Cassette Cassette Player	
20	3. A Question of Breakfast Sampling Snacks		Snacks*
10	4. Assignments & Scoring	Parent Pack #3**	Return Card 3
<b>Total: 45</b>			

\*See SNACK FOODS AND REQUISITIONS section of this manual for recommended snacks.

\*\*See the Parent Pack section of this manual.

**Activity 1: Challenge #2 Check \_\_\_\_\_**

- A. Tell students to take out their second challenge, **A Challenge I Can Meet – #2**.
- B. Ask for a show of hands of how many achieved **Challenge #2**, and **congratulate** those students.
  1. Tally how many servings of fruits that students ate on either Day 1 or Day 2 of their challenge.
  2. Call on a few students to report some of the times they ate their extra servings of fruits, what fruits they ate and how they ate them (fresh, canned, as juice, as a topping on cereal, etc.), **as time permits**.
- C. Ask those students who did not achieve **Challenge #2** to report some of the problems or barriers that are keeping them from achieving it.

1. Discuss ways they may be able to overcome some of the barriers, **as time permits**.
2. **Encourage them to keep trying to achieve this second challenge.**

## Activity 2: Foods for Dudes

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- A. Play **Foods for Dudes Session 7 Cassette**. Tell students to clear their desks or tables so they can listen.
- B. Briefly discuss some of the main points on the cassette.

### ASK:

- Okay, I know you've heard it before, but what are some of the reasons we should all eat breakfast every day?  
*(Eating breakfast can affect you all morning long, including how you feel and how well you can concentrate on what you are doing.)*
- What were some of the suggestions that Donny and Darlene gave Joseph from Idaho, who said he didn't have time in the morning to eat breakfast?  
*(They told him he could try getting up a few minutes earlier so that he would have the time for breakfast; or he could make a sandwich the night before to eat in the morning; or he could put a breakfast bar in his backpack so he could eat it on the way to the bus; or he could take a little box of cereal with him and a box of juice or thermos of milk; etc.)*

- C. Ask if anyone knows what the word "breakfast" stands for?  
*("break" = a pause or a stop; "fast" = to not eat)*

### EMPHASIZE:

- Because you don't eat all night long, it is as if **you** are **fasting**; **so** when you get up in the morning **you break your fast** by eating breakfast.
- If you don't eat breakfast, it's kind of like trying to drive your car without gas in the tank. Your stomach, like the gas tank, is **running on empty** when you get up in the morning.
- Like your car needs gas, you need to **add food** to your stomach before you start your day.
- Though it is important just to eat **something** in the morning, the best breakfasts include foods from at least three food groups.



### Activity 3: Breakfast Questions

---

A. Announce that during class today they are going to have the opportunity to pretend they are part of a call-in show like **Foods for Dudes** with Donny and Darlene.

B. **Ask peer leaders to hand out snacks to the students.**

1. Explain that they will now have an opportunity to taste another low-fat snack while they work on the next activity.
2. At the end of the class they will have an opportunity to evaluate the snack.

C. Divide the groups into triads, and ask Peer Leaders to find the **Breakfast Call-In Questions** under the **Session #7** section of their **TEENS Group File** and distribute one question sheet to each triad of students in their group.

*(Ask an extra student to join one of the triads of students to do the activity with him/her.)*

1. Assign each triad a question to work on and ask Peer Leaders to give that question sheet to the triad.
2. Explain that each triad has a question from a teen who called in with some question about breakfast. The assignment is to figure out what suggestions to give the teen that will help answer their question.
3. Emphasize that triads will be given approximately 8 – 10 minutes to work together on the answer to their teen's question. They should write down all of their suggestions on the activity sheet, and then prepare to **present it to the rest of the class as if they are the hosts of a call-in radio show, like Donny and Darlene**. One student will read the question and the other two will answer.
4. Discuss any questions or comments from students regarding the activity.
5. Monitor students to be sure they understand the activity and are on task.
6. After approximately 8 – 10 minutes, ask for volunteers to present their call-in question and their suggestions to the class. To make their presentations seem like a real call-in show, play the intro music from Foods for Dudes for each presentation.
7. Continue to ask for volunteers to do their presentations, discussing the suggestions given, **as time permits**.
8. **(Optional)** Audiotaping the presentations can be effective and fun.

- D. **Congratulate** students on all of their great suggestions to help teens figure out ways to eat breakfast.

## Activity 4: Assignments & Scoring \_\_\_\_\_

- A. Inform students that their assignment for the next TEENS class is to think about some of the reasons why they may skip breakfast once in a while, or do not eat breakfast at all.
1. Ask Peer Leaders to find the sheet, **Breaking through Breakfast Barriers** in the Session #7 section of their group folder and to distribute one to each student in their group.
  2. Read aloud (or ask a Peer Leader to read aloud) the directions, and discuss any questions about the assignment, as needed.
  3. Emphasize that this assignment is due by the next TEENS class, and tell them to write the date of Session 8 on the “Date due” line at the top of the page.
- B. Tell students to turn to the **Sensational Snacks** list on Page 19 of their TEENS notebook.
1. Instruct students to find the snack they tasted on the list.
  2. They should evaluate it by filling out their rating of the snack on their **Sensational Snacks** list.
  3. After students have eaten and rated today’s snack, ask for some class reactions to the snack, **as time permits**
  4. Encourage students to continue to try the snacks on this list and then check off and rate them.
- C. Hold up a **Parent Pack #3** and tell students that the other assignment today is to take home a return card to go with the next parent pack that will be sent to their parents or the adult they live with.
1. Encourage students to continue returning the **TEENS Coupons** from **Parent Pack 1 and 2**.
  2. Once again be sure to **enthusiastically emphasize** (or ask a Peer Leader to emphasize) the details regarding the prize drawing from all of the returned coupons at the end of the TEENS program.

- D. Ask Peer Leaders to look in the Session #7 group file to find and distribute a **Back Again Return Card** to each member of their group.

**REVIEW:**

- Take this card home today and tell your parent or adult at home that they will be receiving another TEENS Parent Pack.
- On the card, there is a short assignment that you and an adult in your home need to complete together.
- After the adult in your home reads the Parent Pack and you and the adult in your home finish the assignment together, ask them to sign the enclosed **Back Again Return Card**.
- Bring back the **Back Again Return Card 3** as soon as it is signed, and then return it to your Peer Leader, who will record 3 points on your group's scorecard.

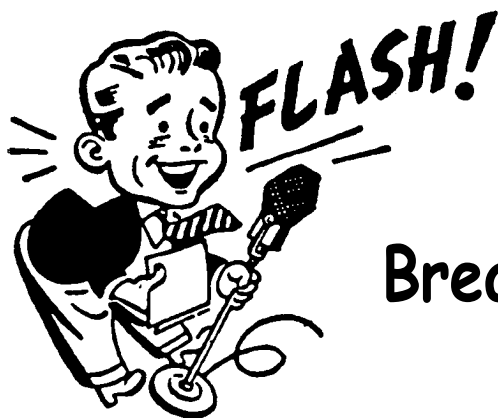
- E. Show the card and explain the assignment.

- F. Handout **Parent Pack #3**.

- G. Ask Peer Leaders to take out their group's **It All Adds Up Scorecard**.

1. Ask Peer Leaders to record any points in the previous class sections that the members of their group have now scored for completing assignments and/or returning their **Back Again Return Cards 1 and 2**.
2. Ask them to then record any points in the Session #7 section that the members of their group scored for completing their **Challenge #2** assignment due today. They should collect those assignments and put them in the yellow student folders at the back of their group files.
3. Encourage students who have not completed past assignments, or have not returned their return cards, to do so as soon as possible.
4. Ask Peer Leaders to point out today's assignments in the Session #7 section.
5. Remind students that when they complete these assignments and bring them back to the next TEENS class, the Peer Leader will record the points they scored.

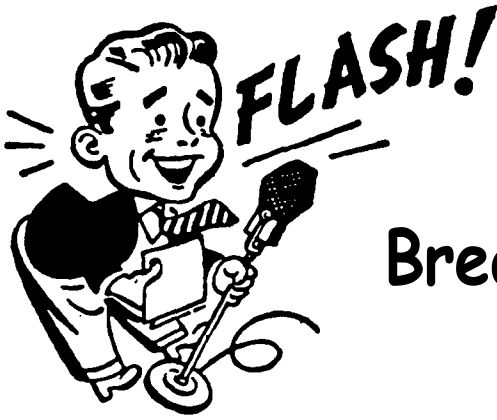
## Notes & Reminders



## You Called?

### Breakfast Call-In Question #1

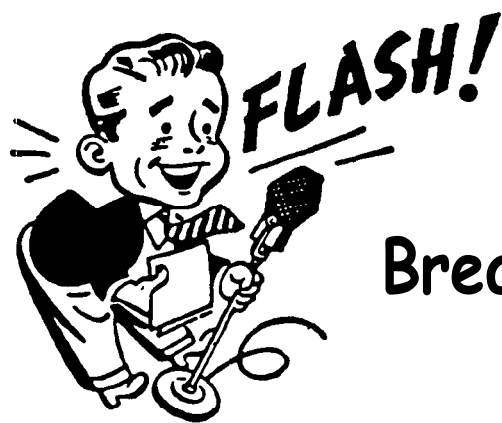
Hi—my name is \_\_\_\_\_. My question is like who needs breakfast anyway? Why can't we just have it for lunch? I can't eat anything before 11:00 in the morning and, of course, by then I'm starving so I eat a candy bar and have a can of pop. Breakfast? Who needs it?

## You Called?

### Breakfast Call-In Question #2

Hi, my name is \_\_\_\_\_. I'd like to eat breakfast. I mean I like the idea of it. You know, in theory, it's a good idea, but I never have time. I barely make it to the school bus, let alone have time to eat something! Any suggestions?

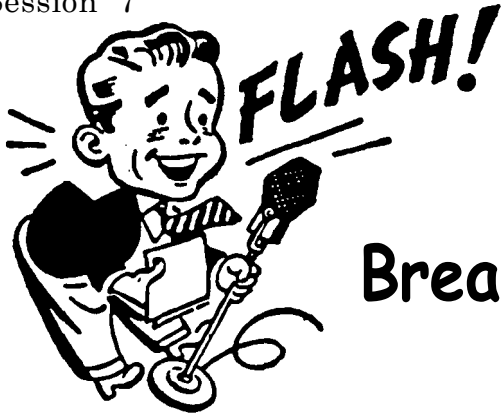



# You Called?

## Breakfast Call-In Question #3

My name is \_\_\_\_\_. I have swim practice in the mornings before school and then I just stay at school. I'm really hungry after practice. What could I bring with me that's easy and will really fill me up?


Answer

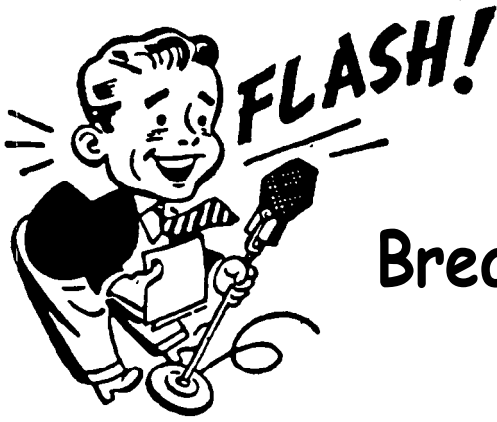


## You Called?

### Breakfast Call-In Question #4

Hi- my name is \_\_\_\_\_. I would like to eat breakfast, but my family is just not into it at all. They're all late sleepers except me. There's not very much breakfast food in our house, so sometimes I don't really bother. What can I do?

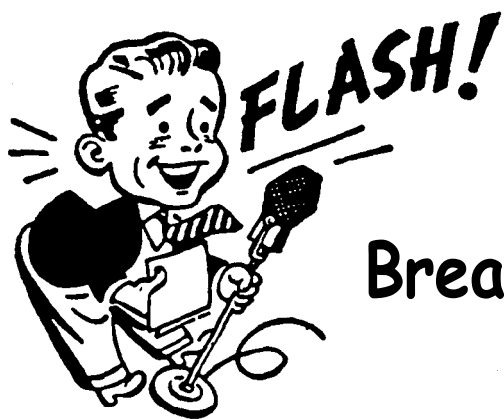


# You Called?

## Breakfast Call-In Question #5

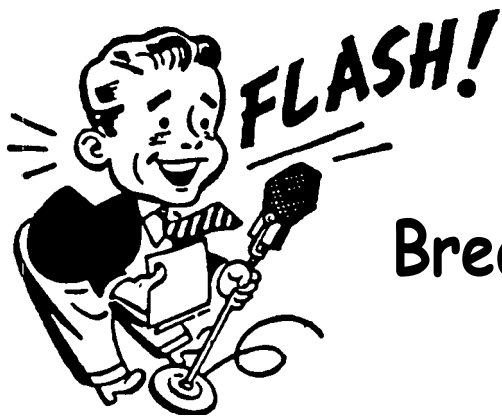
Hi, I'm \_\_\_\_\_. I want to eat breakfast. I need to eat breakfast. I like to eat breakfast, BUT, I have absolutely no time. Any suggestions?

## You Called?

### Breakfast Call-In Question #6

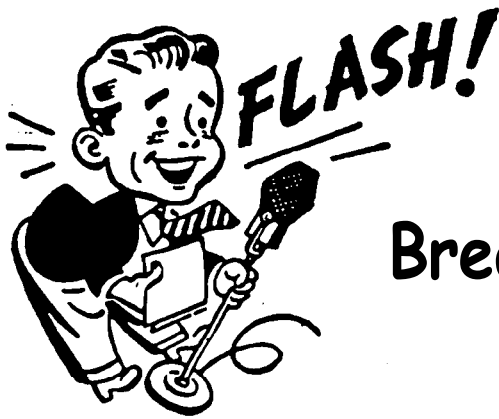
Hi—I get really hungry if I don't eat breakfast. Oh, I'm \_\_\_\_\_, but I have trouble making decisions. I want something that tastes good, but that I can eat quickly and that would be easy to have around the house. I don't want a lot, but I want enough to last me until lunch. I want something healthy, but I'm not really a health nut or anything – any suggestions?

## You Called?

### Breakfast Call-In Question #7

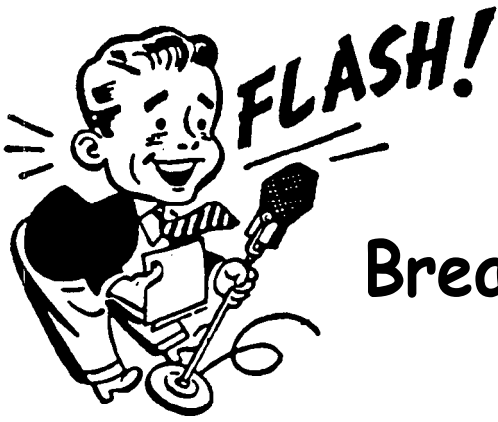
Hi—My name is \_\_\_\_\_. I know I should eat breakfast, not just because you're supposed to, I know you're supposed to, but if I don't eat something before school I fall asleep in the middle of second hour. Anyway, I try to at least have a glass of orange juice. I know I should drink milk, but I just don't like it — is breakfast really that important, and if it is, what can I do?

## You Called?

### Breakfast Call-In Question #8

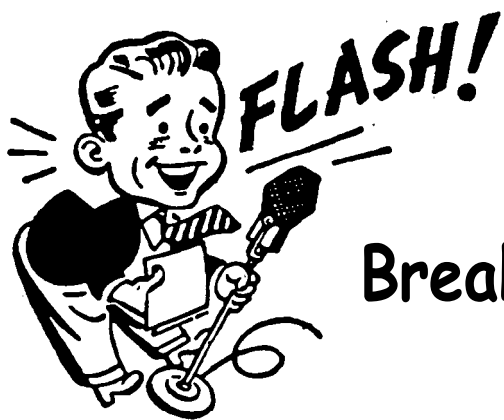
Hi—My name is \_\_\_\_\_. I'm really trying to watch my weight, but I get hungry, really hungry. My favorite breakfast is two chocolate covered donuts and a glass of whole milk. Any suggestions for some easy low-fat breakfasts that would fill me up without fattening me up?

## You Called?

### Breakfast Call-In Question #9

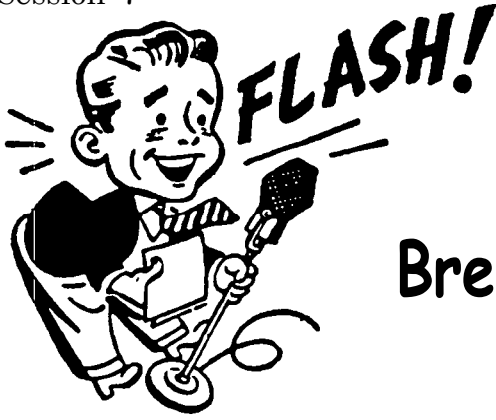
Hi—I'm\_\_\_\_\_. Okay, I'm willing to eat breakfast. Okay? So, Okay, I have to do it fast – it's got to be something I can just takes bites out of. I mean I just do not have the time to prepare something or toast something or use a spoon – get it? Any ideas? And make it quick – or I'm outta here.

## You Called?

### Breakfast Call-In Question #10

Hi—I'm \_\_\_\_\_. I believe that we should listen to the rhythms of our bodies. Our bodies tell us when to eat and what to eat and if we were just in tune with them there would be harmony in the universe. So, my body likes sweet rolls and cookies for breakfast and sometimes cold pizza. What's wrong with that?

## You Called?

### Breakfast Call-In Question #11

Hi—My name is \_\_\_\_\_. I'm a really active guy. I play sports every season and I'm very athletic. I work hard to eat healthy foods for all my meals because I think I'd really like to be a professional athlete and my coaches say I have the talent. I need to eat a good breakfast, but I have no will power when it comes to those sugary cereals my little brothers eat. I see a box of Lucky Charms or Cocoa Puffs and I can't help myself. Are they that bad for you? Help! (The labels for these cereals are on the back of this sheet.)


# Lucky Charms

## Nutrition Facts

Serving Size 1 cup (30g)  
Servings Per Container About 13

Amount Per Serving	Lucky Charms	with 1/2 cup skim milk
<b>Calories</b>	120	160
<b>Calories from Fat</b>	10	15
<b>% Daily Values*</b>		
<b>Total Fat 1g*</b>	<b>2%</b>	<b>2%</b>
<b>Saturated Fat 0g</b>	<b>0%</b>	<b>0%</b>
<b>Polyunsaturated Fat 0g</b>		
<b>Monounsaturated Fat 0g</b>		
<b>Cholesterol 0mg</b>	<b>0%</b>	<b>1%</b>
<b>Sodium 210mg</b>	<b>9%</b>	<b>11%</b>
<b>Potassium 60mg</b>	<b>2%</b>	<b>7%</b>
<b>Total Carbohydrate 25g</b>	<b>8%</b>	<b>10%</b>
<b>Dietary Fiber 1g</b>	<b>5%</b>	<b>5%</b>
<b>Sugars 13g</b>		
<b>Other Carbohydrate 11g</b>		
<b>Protein 2g</b>		
<b>Vitamin A</b>	<b>10%</b>	<b>15%</b>
<b>Vitamin C</b>	<b>10%</b>	<b>10%</b>
<b>Calcium</b>	<b>2%</b>	<b>15%</b>
<b>Iron</b>	<b>25%</b>	<b>25%</b>
<b>Vitamin D</b>	<b>10%</b>	<b>25%</b>
<b>Thiamin</b>	<b>25%</b>	<b>30%</b>
<b>Riboflavin</b>	<b>25%</b>	<b>35%</b>
<b>Niacin</b>	<b>25%</b>	<b>25%</b>
<b>Vitamin B<sub>6</sub></b>	<b>25%</b>	<b>25%</b>
<b>Folic Acid</b>	<b>25%</b>	<b>25%</b>
<b>Vitamin B<sub>12</sub></b>	<b>25%</b>	<b>35%</b>
<b>Phosphorus</b>	<b>6%</b>	<b>20%</b>
<b>Magnesium</b>	<b>4%</b>	<b>8%</b>
<b>Zinc</b>	<b>25%</b>	<b>30%</b>

\*Amount in Cereal: A serving of cereal plus skim milk provides 15g fat (0.5g monounsaturated fat, less than 5mg cholesterol, 270mg sodium, 260mg potassium, 31g carbohydrate (19g sugars) and 6g protein.

\*Percent Daily Values are based on a diet of other people's secretaries. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
<b>Total Fat</b>	Less than	65g	80g
<b>Sat Fat</b>	Less than	20g	25g
<b>Cholesterol</b>	Less than	300mg	300mg
<b>Sodium</b>	Less than	2,400mg	2,400mg
<b>Potassium</b>	Less than	3,500mg	3,500mg
<b>Total Carbohydrate</b>	Less than	300g	375g
<b>Dietary Fiber</b>	Less than	25g	30g

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E-MAIL: BuyLuckyCharms@comcast.com

**Cocoa Puffs** Low Fat

**American Heart Association**  
Meets American Heart Association food criteria for saturated fat and cholesterol for healthy people over age 2.  
*While many factors affect heart disease, diets low in saturated fat and cholesterol may reduce the risk of this disease.*

## Nutrition Facts

Serving Size 1 cup (30g)  
Servings Per Container About 13

Amount Per Serving	Cocoa Puffs	with 1/2 cup skim milk
<b>Calories</b>	120	160
<b>Calories from Fat</b>	10	10
<b>% Daily Values*</b>		
<b>Total Fat 1g*</b>	<b>2%</b>	<b>2%</b>
<b>Saturated Fat 0g</b>	<b>0%</b>	<b>0%</b>
<b>Cholesterol 0mg</b>	<b>0%</b>	<b>1%</b>
<b>Sodium 190mg</b>	<b>8%</b>	<b>11%</b>
<b>Potassium 55mg</b>	<b>2%</b>	<b>7%</b>
<b>Total Carbohydrate 27g</b>	<b>9%</b>	<b>11%</b>
<b>Sugars 14g</b>		
<b>Other Carbohydrate 13g</b>		
<b>Protein 1g</b>		
<b>Vitamin A</b>	<b>0%</b>	<b>6%</b>
<b>Vitamin C</b>	<b>25%</b>	<b>25%</b>
<b>Calcium</b>	<b>2%</b>	<b>15%</b>
<b>Iron</b>	<b>25%</b>	<b>25%</b>
<b>Vitamin D</b>	<b>0%</b>	<b>10%</b>
<b>Thiamin</b>	<b>25%</b>	<b>30%</b>
<b>Riboflavin</b>	<b>25%</b>	<b>35%</b>
<b>Niacin</b>	<b>25%</b>	<b>25%</b>
<b>Vitamin B<sub>6</sub></b>	<b>25%</b>	<b>25%</b>
<b>Folic Acid</b>	<b>25%</b>	<b>25%</b>
<b>Vitamin B<sub>12</sub></b>	<b>25%</b>	<b>35%</b>
<b>Phosphorus</b>	<b>4%</b>	<b>15%</b>
<b>Magnesium</b>	<b>2%</b>	<b>4%</b>
<b>Zinc</b>	<b>25%</b>	<b>30%</b>
<b>Copper</b>	<b>2%</b>	<b>2%</b>

\*Amount in Cereal: A serving of cereal plus skim milk provides 15g fat, less than 5mg cholesterol, 200mg sodium, 260mg potassium, 33g carbohydrate (23g sugars) and 1g protein.

\*Percent Daily Values are based on a diet of other people's secretaries. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
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<b>Cholesterol</b>	Less than	300mg	300mg
<b>Sodium</b>	Less than	2,400mg	2,400mg
<b>Potassium</b>	Less than	3,500mg	3,500mg
<b>Total Carbohydrate</b>	Less than	300g	375g
<b>Dietary Fiber</b>	Less than	25g	30g

INGREDIENTS: SUGAR, CORN MEAL, HERSHEY'S COCOA, CORN SYRUP, WHEAT STARCH, MODIFIED WHEAT STARCH, PARTIALLY HYDROGENATED SOYBEAN OIL, COTTONSEED OIL, SALT, COCOA PROCESSED WITH ALKALI, FRUCTOSE, BEET POWDER AND CARAMEL COLOR, DICALCIUM PHOSPHATE, BAKING SODA, TRISODIUM PHOSPHATE, VITAMIN C (SODIUM ASCORBATE), ARTIFICIAL FLAVOR, ZINC AND IRON MINERAL NUTRIENTS, A B VITAMIN (NACIN), VITAMIN B<sub>6</sub>, PYRIDOXINE HYDROCHLORIDE, VITAMIN B<sub>12</sub>, (THIAMIN MONONITRATE), VITAMIN B<sub>1</sub>, RIBOFLAVIN, A B VITAMIN (FOLIC ACID), VITAMIN B<sub>12</sub>, FRESHNESS PRESERVED BY BHT.

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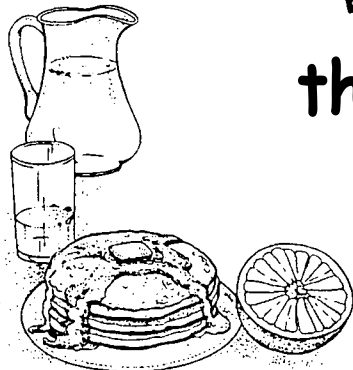
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Name

---

Date due

# BREAKING

## through Breakfast Barriers

Do you ever skip breakfast? Why? Write your answers here:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now it's time to break through those barriers that keep you from eating a great breakfast. For each reason you listed above, write a break-through solution that you think would really work. Write your break-through solutions here:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Put a star next to the solution you want to try this week and **break through to breakfast!**

# Teens RETURN CARD #3

Teens often say that it's easy to add more fruit to their meals or snacks because they like the taste of it. This week take the time to find out what fruits are your child's favorite fruits and when they like to eat them. Fill in their answers on the lines below. Try to have those favorite fruits available for your teen this week.

My child's favorite fruits are: \_\_\_\_\_

The time my teen is most likely to eat these fruits is: \_\_\_\_\_

☐ Yes! I read the Parent Pack information and will send my coupons when we have completed some of the activities.

☐ Yes! We did the Parent Pack Assignment on this Return Card!

\_\_\_\_\_  
Print name of student

\_\_\_\_\_  
Parent/Guardian signature

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My child's favorite fruits are: \_\_\_\_\_

The time my teen is most likely to eat these fruits is: \_\_\_\_\_

☐ Yes! I read the Parent Pack information and will send my coupons when we have completed some of the activities.

☐ Yes! We did the Parent Pack Assignment on this Return Card!

\_\_\_\_\_  
Print name of student

7-20

\_\_\_\_\_  
Parent/Guardian signature

# FOODS FOR DUDES

## Session Seven

- Donny:** Hey, I hear a munch, I hear a crunch, it's time for lunch and FOODS FOR DUDES with Donny
- Darlene** And Darlene. Welcome to FOODS FOR DUDES, the call-in show for kids who like to eat-and who doesn't? *(haha)*
- Donny:** Nobody I know! Uh, say Darlene, is that an apple I see over there?
- Darlene** Yes, Donny, it's mine, I brought it for a snack.
- Donny:** Oh, *(disappointed)* Say, isn't that a sandwich in that bag over there, Darlene?
- Darlene** Yes, Donny. It's for my lunch. *(under her breath)* C'mon, we've got to start the show.
- Donny:** *(whispering)* I know, but I got up late and I didn't have a chance to eat breakfast. I thought I could get something when I got down to the studio and then there wasn't time. Darlene, you know I always eat breakfast. I'm starving.
- Darlene** Just hold on and you can get something after the show.
- Donny:** Couldn't you just spare a little bit of your sandwich?
- Darlene** I'd like to, Donny, but it's for my lunch.
- Donny:** Come on, Dar, just a bite.
- Darlene** *(getting angry)* Not now, Donny. Well, well, well, what have we here? It's a letter from Lashonda in Chicago.
- Donny:** *(sings)* Chicago, Chicago, that toddlin' town, Chicago, Chicago....
- Darlene** Thank you, Donny. That's more like it. Now let's see. Lashonda says, Dear Darlene and Donny, I always listen to your show. I think you are both great-why thank you, Lashonda. We think you're great, too. — I have a breakfast problem.
- Donny:** You, too, Lashonda?
- Darlene** *(clears throat)* I have a breakfast problem. I don't mind eating breakfast and I usually have time to eat, but my mom is this breakfast freak. She feels like you can't go out of the house without eating two slices of toast, eggs, bacon, milk, orange juice and at least one banana. I told her that breakfast is important, but that you don't have to eat a three course meal. How much should you eat for breakfast? Lashonda from Chicago.

**Donny:** Oh, Lashonda, all that food for breakfast. Send it over quick. I'm gonna faint.

**Darlene** Donny, please, you're drooling.

**Donny:** Oh, sorry. Okay, Lashonda. Even though I would climb the highest mountain right now for those eggs, you're right, but your mom isn't really wrong. Take it from one who knows, having a good breakfast that fills you up is really important. It affects how you feel all morning and for kids it can even affect how well you concentrate in school and even how well you do in school. Now for you, if you can't eat that much or for you listeners out there if your mom doesn't have time to fix a breakfast like that, then a simple breakfast with foods from at least three food groups would be great.

**Darlene** That's right, Lashonda. If you just had a bowl of cereal with milk and juice — that makes servings of foods from the milk, fruit and grain group and that's a pretty good breakfast. Even toast with peanut butter, juice and milk — that's another good one.

**Donny:** And how's this? A yogurt with some fruit like strawberries or blueberries and a few crackers? Or a frozen waffle with milk and juice... or-I can't stand it! Darlene, give me that sandwich!

**Darlene** Donny, please, I told you that was for my lunch. I will not give up my lunch. Those were some terrific ideas, Donny! So Lashonda, I hope that helps. A huge breakfast is great, but think three food groups and you should still be in great shape unlike my cohost here, who decided he needed his beauty sleep instead of his breakfast. I'm sorry Donny, but I have no sympathy for you.

**Donny:** Darlene, you are breaking my heart, not to mention my stomach.

**Darlene** Please, Donny. This is so unprofessional.

**Donny:** (*mimics her*) Please, Donny, This is so unprofessional. I'M HUNGRY, DARLENE!

**Darlene** Oh, here's our first caller! It's from Joseph in Boise, Idaho. Let's see you find a song for that one.

**Donny:** (*sings, imitating Connie Francis*) Where, the Boise's are, breakfast waits for me – I may be down, but I'm not out, Darlene! Hi Joseph! How's it going?

**Joseph:** Pretty good.

**Darlene** Joseph, what's your question today, how can we help you? You know, Joseph we're here to help.

**Donny:** This from a woman who is allowing her best friend to starve.

**Darlene** Go ahead, Joseph.

**Donny:** Just remember, I got you this job, Darlene. Without me you're nothing.

**Darlene** With or without you, Donny. I am a woman with, a peanut butter and jelly sandwich AND an apple. So there.

**Donny:** That was low, Darlene, that was low.

**Darlene** Go ahead, Joseph.

**Joseph:** Okay, my question is that I know I should eat breakfast, but I hardly ever have time. I practically run for the school bus and we're not allowed to eat on the bus so I can't bring anything with me. I get really hungry and then I get sleepy and crabby, too.

**Darlene** Tell me about it.

**Joseph:** Uh, I am. So what can I do? I want to eat, but I just don't have time.

**Donny:** Joseph, that's some question. You're a man after my own heart, buddy. I'm with you, I mean that. I love you Joseph. My heart goes out to you, buddy.

**Darlene** A very "timely" question, Joseph. As a matter of fact, let's start there. Is there any way you could get up five or ten minutes earlier? That would give you a chance to eat something quickly, like a piece of toast and some milk and juice.

**Joseph:** I've tried, but I can't seem to do it. I have such a hard time getting up that sometimes I even miss the bus!

**Darlene** Okay sounds like that's out. So we're looking for something quick you can eat on the way to the bus or right when you get to school before you go into your class.

**Joseph:** Yeah.

**Darlene** Any suggestions, Donny?

**Donny:** Dar, you go ahead, I'm fading. I don't know if I can make it... just one bite of your peanut butter and jelly sandwich would surely revive me...

**Darlene** Don't touch that sandwich. Back to you, Joseph. Well I have a couple of ideas for you. Listen up, Donny! There are several breakfast bars on the market. They come in boxes and they're individually wrapped.

**Don:** I'm sinking fast, Darlene.

**Darlene** I am trying to answer Joseph's question if you don't mind. At least one of us is doing her job. As I was saying, Joseph. You could put one of those breakfast bars — some kinds are Nutrigrain Bars or Carnation Instant breakfast bars — you put a couple of those in your backpack the night before with a juice box. Then you could eat them quickly when you got to school. It's not the best breakfast, but it's something and those bars are fortified with vitamins and minerals.

**Donny:** A breakfast bar! I should have had a breakfast bar!

**Darlene** The other thing you could do, Joseph, which I did last night, is make a peanut butter and jelly sandwich the night before, and grab it on your way out the door with a juice box or a small thermos of milk. Grapes are easy to take along or an apple or banana. Or even one of those little boxes of cereal — you could just eat those right from the box. Does that help?

**Joseph:** Yeah, I like peanut butter and jelly so I could do that the night before and just take it before I go. I think we have some juice boxes around. I would probably have time to eat it when I got to school. Thanks, I'll try it!

**Donny:** Darlene! I have got to have that sandwich!

**Darlene** Thanks for calling, Joseph. We – Donny, what are you doing? You get your hands off that sandwich! Don't you touch my peanut butter and jelly! (*sounds of a skirmish*) Got it!

**Donny:** (*With his mouth full*) I think we're just about out of time. This is Donny –

**Darlene** And Darlene. I can't believe you ripped my sandwich.

**Donny:** (*still eating*) Signing off till next time on –

**Don & Darlene** Foods for Dudes.

**Darlene** And remember, we eat lunch (and some of us eat breakfast).

**Donny:** So you eat lunch.

**Darlene** Touch that apple and you're a dead man.

**A VARIETY OF VEGGIES**

Approx. Minutes	Activities	Teacher Materials	Student Materials
5	1. Assignment Check	Foods for Dudes Session 8 Cassette Cassette Player	TEENS Group File TEENS Student Notebook and Folder
10	2. Foods for Dudes		TEENS Peer Leader Guide Snacks*
25	3. Snack Preparation & Sampling Snacks		
5	4. Assignments & Scoring		
Total: 45			

\*See SNACK FOODS AND REQUISITIONS section of this manual for recommended snacks.

**Activity 1: Assignment Check**\_\_\_\_\_

- A. Tell students to take out their assignment, **Breaking through Breakfast Barriers**, due today.
- B. Ask for a show of hands of how many students completed their assignment and thought about some of their own barriers to eating breakfast.
1. **Congratulate** those students, and ask for a few volunteers to read their barriers and how they think they could break through those barriers.
  2. Ask if anyone tried one of their solutions and how it worked.
- C. Stress again the **importance of eating something for breakfast every day**.

## Activity 2: Foods for Dudes

---

- A. Play **Foods for Dudes Session 8 Cassette**. Tell students to clear their desks or tables so they can listen.
- B. Discuss some of the main points on the cassette.

### ASK:

- Is it true that canned or frozen vegetables are just as good for you as fresh vegetables? *(Yes, though fresh vegetables have more fiber, both canned and frozen vegetables have about the same amount of important nutrients for your body as fresh vegetables do.)*
- Name some vegetables you like that you could have told Betsy from Atlanta to try, and tell how are they prepared or how you like to eat them. *(Suggestion: Give an example of a vegetable you really like and tell students how you like it prepared.)*

## Activity 3: Snack Preparation & Sampling Snacks



Prior to this session, be sure all of the food items and supplies are available for each recipe to be prepared today. See **SNACK FOODS AND REQUISITIONS** section of this manual for recommended snacks & supplies. Set up supplies for each small group ahead of time.

- A. Announce that today in their groups they are going to have the opportunity to prepare and then eat three vegetable snacks.
1. Emphasize that vegetables make a sensational snack, as well as a great addition to any meal during the day.
  2. Ask if anyone can name some of the benefits of eating vegetables every day.
  3. **Briefly** mention these points, as needed:
    - Carbohydrates and minerals for energy.
    - Vitamin A for skin and eyes.
    - Vitamin C to help cuts heal and help prevent infections,
    - Iron for blood cells.
    - Fiber to help with digestion and to help in the prevention of some diseases, like cancer.
    - Beta carotene, folate, and other nutrients to help prevent cancer and other diseases.



- B. Allow students time to wash their hands.
- C. Tell students to turn to Page 26 and 27 of the **SNACKS & RECIPES** section of their notebook, and point out the three vegetable snack recipes they will be preparing today.
1. Tell the Peer Leaders to turn to Page 34 in the Peer Leader Guides and use **Peer Leader Sheet #4** to help them with the recipes.
  2. Explain that the Peer Leaders will assist each group in dividing up the tasks and beginning preparations for the snacks.
  3. Emphasize that they only have about 20 minutes to prepare and eat their snack, so they should all listen carefully to what the Peer Leader says and follow directions.
  4. Tell the class to divide into their groups, and direct each group to where they should prepare their vegetable snacks.
  5. Monitor the snack preparation, eating, and cleanup.
- D. Ask groups to evaluate the three snacks they prepared today and rate them from the one they liked the best to the one they liked least.
1. Write the names of the three vegetable snacks on the chalkboard or transparency.
  2. Call on the Peer Leader of each group to report their group's number one snack, then go around and ask for the second best, etc., and tally the votes next to the snack names.
  3. Announce the winning snack, and encourage students to prepare these recipes again at home, as well as try the other vegetable recipes included in their notebook.

### Activity 3: Assignments & Scoring ---

- A. Inform students that today's assignment is another new challenge.
1. Instruct students to turn to their Session #2 assignment sheet **What I Actually Ate: Two Day Food Records** in their notebook and take out of their folder the **Check Out the Chow Assessment** they did and the **Food Guide Pyramid**.
  2. Tell students to count how many vegetables were listed on their assessment pages.

3. Ask students if they think they can handle a new challenge, and then issue the new challenge they should try to meet before the next TEENS class. **Challenge #3: to eat at least 2 more servings of vegetables each day for the next two days, than the number tallied on their Check Out the Chow Assessment.**
  4. Explain that if their assessment indicates that were eating 1 serving of vegetables a day, they should try to eat at least 2 more servings each day for the next two days, so they are eating at least 3 servings a day. Remind them that a serving is about 1/2 cup.
  5. Emphasize that these servings of vegetables can be fresh, frozen, canned, or vegetable juice – like tomato or V-8 juice, they just need to eat at least 2 servings or more than what they are eating now.
- B. Tell Peer Leaders to find the sheet, **A Challenge I Can Meet – #3** in the Session #8 section of their Group File and distribute one to each member of the group.
1. Read aloud (or ask Peer Leaders to read aloud) the points of this third challenge and the **Challenge #3 Statement** at the top of the page.
  2. Explain that students are to think of times during the day when they think they can eat vegetables, and then record all of the vegetables they eat on **Day 1** and **Day 2** of the challenge.
- C. Point out the **Challenge Check** sections on their **Challenge Chart #3**, emphasizing that they complete this section **after** they have achieved their challenge.
1. Emphasize the **problems or barriers** lines below each **Challenge Check**, and tell students that if they do not achieve their challenge on one or more of the days, they can use this space to write down the reason or reasons why they were not able to achieve it.
  2. Remind students that if they don't meet their challenge, they should try again.
  3. Tell them to bring their completed challenge to the next TEENS session on \_\_\_\_\_ and to put that date on the "Date due" line at the top of the page. Date
- D. Instruct students to fill in their **Challenge #3 Statement**, and ask if there are any questions.
1. Ask for a show of hands of how many students think they can meet the challenge and eat at least 2 more servings of vegetables for the next two days.
  2. **Challenge students** to see if they can achieve this third challenge, and discuss some of the times and places they can eat vegetables.

*(Emphasize that some kind of vegetable is available at school lunch every day; there are cut up and ready-to-eat vegetables like baby carrots at most every grocery store; and perhaps they could ask their parents to prepare some vegetable they especially like.)*

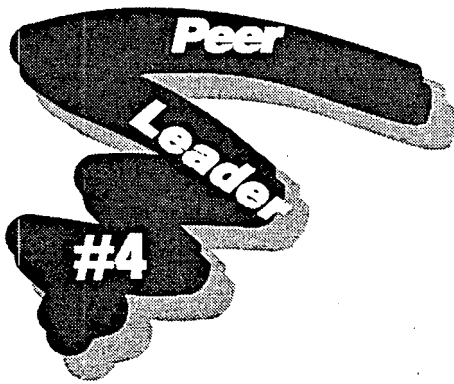
3. Remind students of the vegetable snacks they prepared in class today, and suggest that they make one of these recipes again at home for their family.
4. Tell students to keep their Check Out the Chow assessments in their folders.

E. Ask Peer Leaders to take out their group's **It All Adds Up Scorecard**.

1. Ask Peer Leaders to record any points in the previous class sections that the members of their group have now scored for completing assignments and/or returning their **Back Again Return Cards 1, 2, and 3**.
2. Ask them to then record any points in the Session #7 section that the members of their group scored for completing their **Breaking through Breakfast Barriers** assignment due today and to collect the assignments and put them in the yellow student folders at the back of their group file.
3. Encourage students who have not completed this assignment or past assignments, or have not returned their return cards, to do so as soon as possible.
4. Ask Peer Leaders to point out today's assignments in the Session #8 section.
5. Remind students that when they complete these assignments and bring them back to the next TEENS class, the Peer Leader will record the points they scored.

## Notes & Reminders

- Fast forward the **Foods for Dudes** cassette tape so it will be ready for Session 9.



## Preparing Snacks

Use this sheet to help you and your group prepare the snacks quickly.

Assign one or two people to do each of the following tasks. They can all be working at the same time.

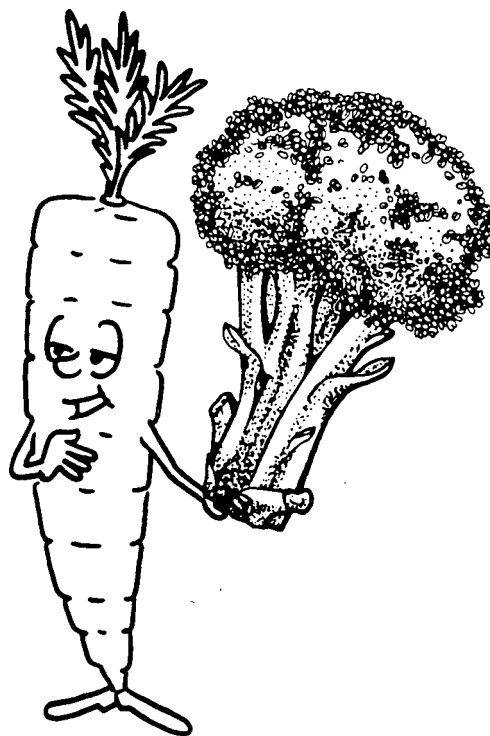
1. Open the dip and squeeze some on each plate (one plate for each student in the group).  
Open the vegetables and put some of each on each plate with the dip.
2. Open the salad and empty it into a bowl. Squeeze on salad dressing and mix through salad.
3. Spread cream cheese on bagel halves (start with one bagel half per person in the group). Put chopped or grated vegetables in separate bowls so students can add their own toppings.

**SNACKERS****Ingredients:**

- 2 baby carrots
- 2 pieces of broccoli
- 1 packet low-fat ranch dressing

**Directions:**

Put ready-to-eat carrots and broccoli on a plate.  
Open dressing packets and put on the plate.  
Dip vegetable sticks into the dressing and enjoy!



Explain what you liked about this snack: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Will you try to make this again at home?

☐ Yes

☐ No      Why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**VEGGIE BAGELS****Ingredients:**

- 1 mini bagel
- 1 packet of low-fat cream cheese,
- 2 tsp. shredded carrot
- 2 slices of cucumber

**Directions:**

Spread cream cheese on a mini bagel.  
Add carrots and cucumber slices on top of bagel.  
Enjoy!

Explain what you liked about this snack: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Will you try to make this again at home?



Yes



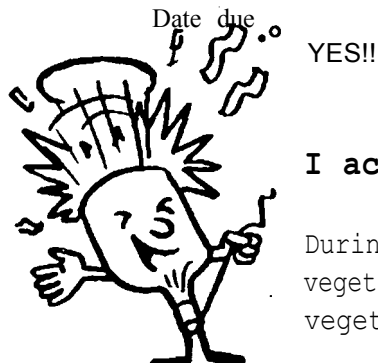
No

Why not? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# A Challenge I Can Meet #3



I accept the challenge...

During the next 2 days I, \_\_\_\_\_ will try to eat at least 2 more servings of vegetables each day than I usually do. I will try to eat a total of at least \_\_\_\_\_ servings of vegetables during Day 1 and during Day 2.

**Day 1:** \_\_\_\_\_

Date

Times during the day when I could eat some vegetables:

---



---



---

The vegetables I ate today are:




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**Day 1 Challenge Check**  
I DID IT! I achieved my challenge!

Signature \_\_\_\_\_

Day 1 problems or barriers? \_\_\_\_\_

**Day 2:** \_\_\_\_\_

Date

Times during the day when I could eat some vegetables:

---



---



---

The vegetables I ate today are:




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**Day 2 Challenge Check**  
I DID IT! I achieved my challenge!

Signature \_\_\_\_\_

Day 2 problems or barriers? \_\_\_\_\_



# FOODS FOR DUDES

## Session Eight

- Donny:** Hey, I hear a munch, I hear a crunch, it's time for lunch and FOODS FOR DUDES with Donny
- Darlene** And Darlene. Welcome to FOODS FOR DUDES, the call-in show for kids who like to eat-and who doesn't? (*haha*)
- Donny:** Nobody I know, Darlene. Darlene, what is that you have there?
- Darlene** This- and listeners I'm sorry you can't see this — is my prize baby carrot. I grew it myself in my own garden.
- Donny:** Why, Darlene, it's.. it's . . . really tiny (*he bursts out laughing*). Is that the biggest one?
- Darlene** Well, the other ones got eaten by rabbits.
- Donny:** I wish you could see this out there. It has a little red ribbon on it. So what are you going to do with this baby carrot?
- Darlene** Well, I thought I would eat it with some dip for lunch, however if you would stop laughing I would be willing to share it with you.
- Donny:** Share it with me? Darlene, half of nothing is nothing! That poor little baby will hardly make it out of the dip!
- Darlene** No need to make fun of my hard work, my toil in the sun, my dirty hands in the soil. I will be happy to eat my own carrot, thank you.
- Donny:** How much work does it take to grow a one-inch carrot?
- Darlene** (*Sings*) Inch by inch, row by row...
- Donny:** That's my part, Darlene.
- Darlene** I got there first.
- Donny:** Watch it, Darlene.
- Darlene** Well, time to look at letters. I just feel so proud of myself for growing my own vegetables!
- Donny:** That's vegetable, Darlene, vegetable. One very small vegetable.
- Darlene** You're just jealous, Donny. We have a letter here from Chan in New York.
- Donny:** (*sings*) I want to be a part of it, New York, New York . . .

**Darlene** Predictable, Donny, very predictable. You know that's one of the interesting things about growing your own food, you never quite know how it's going to turn out.

**Donny:** Your own food? Darlene, what you've grown is barely an appetizer for a rabbit. I would say you have a ways to go to be self sufficient.

**Darlene** I knew you wouldn't be able to take it. He says Dear Donny and Darlene, I love your show. I have a question about vegetables. My family is Chinese and we eat a lot of traditional Chinese food with a lot of fresh vegetables. In my health class at school the teacher said that canned and frozen vegetables were just as good. Is that really true? Thanks, Chan from New York City. Chan that is a very good question and one that many people have.

**Donny:** That's true. Chan, that's a "fresh" question so we won't give you a "canned" answer. Get it? Fresh? Canned?

**Darlene** We got it, Donny.

**Donny:** So the answer is that fresh vegetables have more fiber, but frozen and canned vegetables have about the same amount of nutrients like vitamins and minerals that your body needs to grow and stay healthy.

**Darlene** It is true that canned vegetables are often high in salt and sodium unless the label says they are low in sodium. But for kids your age just eating the vegetables is more important than worrying about sodium so if you can't have them fresh try eating them frozen or from a can.

**Donny:** Thanks for that great question, Chan from New York City. (sings) I'll take Manhattan, the Bronx and Staten Island too....

**Darlene** And I'll take the first caller. Hello, are you there?

**Betsy:** Hi, y'all.

**Donny:** Y'all? Did you hear that, Darlene? We've got a Y'all caller on the line. Get it? Y'all caller?!

**Darlene:** I got it, Donny, I got it. Where are you from, Betsy?

**Betsy:** Atlanta, Georgia.

**Donny:** Georgia... Georgia . . . . on my mind.

**Darlene** Speaking of minds, what's on yours, Betsy?

**Betsy:** Well, I was calling about vegetables. I know we're supposed to eat 'em, but they're nasty! I don't like 'em at all. So what am I supposed to do? I want to be healthy, but isn't there something else I could eat instead like a vitamin pill?

**Donny:** What are you doing Darlene?

**Darlene** I'm covering up my baby carrot so she won't be offended.

**Donny:** It's only a carrot, Darlene.

**Darlene** Poor little carry-poo. Now for your question, Betsy. I'm afraid that it is a common one among teenagers. And I am very glad that you asked it.

**Donny:** I agree, Darlene. It's the kind of question that grows on you! So, Betsy from Atlanta, let me just say first, that vitamin pills are okay, but study after study shows that vitamin pills can't substitute for healthy foods. There is other "stuff" in vegetables like fiber, and other stuff we don't even know about yet that is real important for our health. We just can't get those things from a pill. Now, let's think about how we can help you to eat more vegetables. It sounds like you don't like the taste of the ones you've had. Maybe you need to try some new ones —

**Darlene:** Or some old ones prepared in a new way. Lots of kids like the crunchiness of vegetables, like baby carrots — I can't help myself -or celery and those are great with dips or even a little bit of peanut butter.

**Donny:** How about cooked vegetables? Do you like those?

**Betsy:** Those are the nastiest — they're so soggy and drippy. Ugh! No way!

**Donny:** Well, Betsy, take this baby carrot here—

**Darlene:** Don't you dare take it! (to the carrot) You stay right here with mama.

**Donny:** Get a life Darlene!

**Darlene** Shh! I, think it's sleeping!

**Donny:** Darlene it's a vegetable!

**Darlene** It's clear, Donny that you don't understand that in order to grow things you must nurture them.

**Betsy:** Uh, excuse me, y'all, could y'all please answer my question?

**Donny:** Certainly, Betsy. We'll just let the carrot mama over there croon over her beta carotene baby. What I was going to say, Betsy, is that you could steam carrots and then add a little butter and brown sugar. Or you could try a little cheese sauce over cooked broccoli or even a baked potato. Talk to whoever does the cooking in your home about not overcooking the vegetables. You can buy lots of frozen vegetable combinations at the store that you can microwave for just a few minutes. Add some chicken to them and you've got a great meal with lots of vegetables!

**Darlene:** There are even some fast food stands in malls and food courts that have Chinese or Japanese foods that have a lot of vegetables or even ones that serve baked potatoes with a variety of toppings. Just go easy on the butter, cheese and sour cream. Those add a lot of fat to the vegetable.

**Betsy:** I like the dip idea, but I don't want to stand there and cut up carrots and celery: I mean I'm in seventh grade and I've got better things to do.

**Donny:** Exactly, Betsy. That's why there's all this new washed and packaged stuff at the store. You can buy – you guessed it – baby carrots that are washed and ready to go or lots of kids really like salads that come complete with dressing and croutons – all you have to do is open a bag! And it's not just plain old lettuce any more either. There are different kinds of greens and vegetables with different kinds of dressings. There are whole sections in the grocery store for people who have time to shop but not to chop. Get it? And salad's great because you don't have to take the time to cook it.

**Betsy:** Well, I could do that. And I do like cheese sauce. I could tell my grandma about that since she does most of the cookin'. And I like to eat pizza so I guess I could just open one of those bag salads with that. Thanks, I'll give it a try.

**Darlene:** Good for you, Betsy and thank you for your call!

**Donny:** Hey, Betsy! Thank y'all for calling! Darlene, what are you doing?

**Darlene:** Shhh! I'm just rocking her to sleep, here you try it, I think she wants you!

**Donny:** Darlene! Well, uh, I guess she is kind of cute, kotchie, kootchie,

**Darlene:** Time to go! This is Darlene and . . .

**Donny:** Donny . . . rock-a-bye baby . . .

**Darlene:** Signing off till next time on—

**Don & Darlene:** Foods for Dudes

**Darlene:** And remember, we eat lunch –

**Donny:** So you eat lunch. Look, Darlene, I think she likes me!

## Smart Decisions

Approx. Minutes	Activities	Teacher Materials	Student Materials
5	1. Challenge #3 Check		TEENS Group File TEENS Student Notebook and Folder
10	2. Foods for Dudes	Foods for Dudes Session 9 Cassette <b>Cassette Player</b>	
25	3. Options Game Sampling Snacks		TEENS Peer Leader Guide Snacks*
5	4. Assignments & Scoring		
<b>Total: 45</b>			

- See **SNACK FOODS AND REQUISITIONS** section of this manual for recommended snacks.

### Activity 1: Challenge #3 Check \_\_\_\_\_

- A. Tell students to take out their third challenge, **A Challenge I Can Meet #3**.
- B. Ask for a show of hands of how many students achieved **Challenge #3**, and **congratulate** those students.
  1. Tally how many servings of vegetables that students ate on either Day 1 or Day 2 of their challenge.
  2. Call on a few students to report some of the times they ate their extra servings of vegetables; what vegetables they ate; and how they ate them (fresh, frozen, canned, as juice, as a topping on rice or noodles, etc.), **as time permits**.
- C. Ask those students who did not achieve **Challenge #3** to report some of the problems or barriers that are keeping them from achieving it.

## Activity 2: Foods for Dudes

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A. Play **Foods for Dudes Session 9 Cassette**. Tell the students to clear their desks or tables so they can listen.

B. Briefly discuss some of the main points on the cassette.

### ASK:

- Donny and Darlene told both Matthew and Garrett that to help them make decisions about what to eat at certain times, they should think about four things. Can anyone name one or more of those four things or “**options**”?  
(*CHOOSE – CHANGE – PLAN AHEAD – EAT A LITTLE*)
- Who can give examples of each of the four options, either ones used by Donny and Darlene or your own examples?

C. Discuss the CHOOSE – CHANGE – PLAN AHEAD – EAT A LITTLE options and some examples of each one.

### SUGGEST:

- **Choose:** You could **choose** to have cake and skip the ice cream or **choose** just the ice cream. Or, you could **choose** pretzels or low-fat microwave popcorn instead of potato chips.
- **Change:** You could **change** the higher fat food by eating the cake but not the frosting. Or, you could **change** the high-fat pizza by taking the pepperoni off the pieces you eat.
- **Plan Ahead:** You could **plan ahead** and take your own lunch to a ball game at the park, rather than having to buy high fat foods at the snack bar. Or, **you** could **plan ahead** and decide where at the mall you will eat that offers some lower fat foods you like.
- **Eat A Little:** You could eat cake, frosting, and ice cream, but just decide to **eat a little** – that is, eat a smaller piece of cake with a smaller amount of ice cream on it. You could eat some potato chips, but decide to **eat a little** – that is, take a few chips out of the bag and not eat the whole bag, or share it with a friend.

## Activity 3: Options Game

---

A. Announce that they will now practice using these options in some different situations by playing a card game.

B. Divide the class into small groups.

C. **Ask the Peer Leaders to get the snacks to sample for their group.**

1. Explain that while they are doing the next activity they will have an opportunity to taste another low-fat snack.
2. Tell the students they will have an opportunity to evaluate the snack at the end of the class.

D. Show students the **Situation Cards** and **Option Cards** to be used by each group for this activity, and briefly explain the directions:

**STATE:**

- The Peer Leader will hold the Situation Cards.
- There are four option cards – Choose, Change, Plan Ahead, and Eat a Little. There are nine of each Option Card and nine Wild Cards.
- The Peer Leader will mix up the Option Cards and deal four of them, face down, to each student. The rest of the cards will be placed in a pile, face down, in the middle of the table. The students will look at their cards and hold them so no one else can see them. The Peer Leader will read a Situation Card.
- The group members will look at their Option Cards to see how one of them could be used in the situation just read.
- When a group member has an option they can use, they should take the card and slap it down on the table.
- The first group member to slap the card on the table will show their card and explain how they would use it in that situation.
- The card will then be placed in a discard pile in the center of the table.
- If the Peer Leader decides that the student did not use the option correctly, or if the suggestion was totally unrealistic, the player will return the card to his/her hand and pick another card from the Option Card pile.
- The first student to **use all** of his/her option cards wins the game.
- If a student has a wild card, they can use it as any of the four options and must state which option they are using.

## Activity 4: Assignments & Scoring

---

- A. Inform students that their assignment is to record **three times before the last TEENS class** where they were able to use one of the four options they practiced today to make a smart decision about eating less fat.
1. Tell Peer Leaders to find the **Keep Your Options Open** sheet in the Session 9 section of their group file and distribute one to each student.
  2. Read aloud (or ask a Peer Leader to read aloud) the directions, and discuss any questions about the assignment, as needed.
  3. Emphasize that this assignment is due by the next TEENS class, and tell them to write the date of Session 10 on the **Date due** line at the top of the page.
- B. Explain that they will do a final two-day food record to see if their eating habits have changed. These food records are on Pages 16-17 of their notebook.
1. Tell students to fill this out before the last TEENS class on \_\_\_\_\_.  
(Date)
  2. They will need this food record for the next TEENS class.
  3. Remind them to look at the Food Guide Pyramid and the Guide's Guide to help them complete the food record.
- C. Tell students to turn to their **Sensational Snacks** list on Page 19 in the Snacks & Recipes section of their notebook.
1. Tell students to find the snack they tasted today on the list.
  2. They should evaluate it by filling out their rating of the snack on their **Sensational Snacks** list.
  3. After students have eaten and rated today's snack, ask for some class reactions to the snack, **as time permits**.
- D. Encourage students to continue to try the snacks on this list and then check off and rate them.



E. Ask Peer Leaders to take out their group's **It All Adds Up Scorecard**.

1. Ask Peer Leaders to record any points in the previous class sections that the members of their group have now scored for completing assignments and/or returning their **Back Again Return Cards 1, 2, and 3**.
2. Ask them to then record any points in the Session #8 section that the members of their group scored for completing their **Challenge #3** assignment due today and to collect those assignments and put them in the yellow student folders at the back of their group file.
3. Encourage students who have not completed this assignment or past assignments, or have not returned their return cards, to do so as soon as possible.
4. Ask Peer Leaders to point out today's assignments in the Session #9 section.
5. Remind students that when they complete these assignments and bring them back to the next TEENS class, the Peer Leader will record the points they scored.

## Notes & Reminders

CHOOSE

CHOOSE

CHOOSE

CHOOSE

CHOOSE

CHOOSE

CHOOSE

CHOOSE

CHOOSE

CHANGE

CHANGE

CHANGE

CHANGE

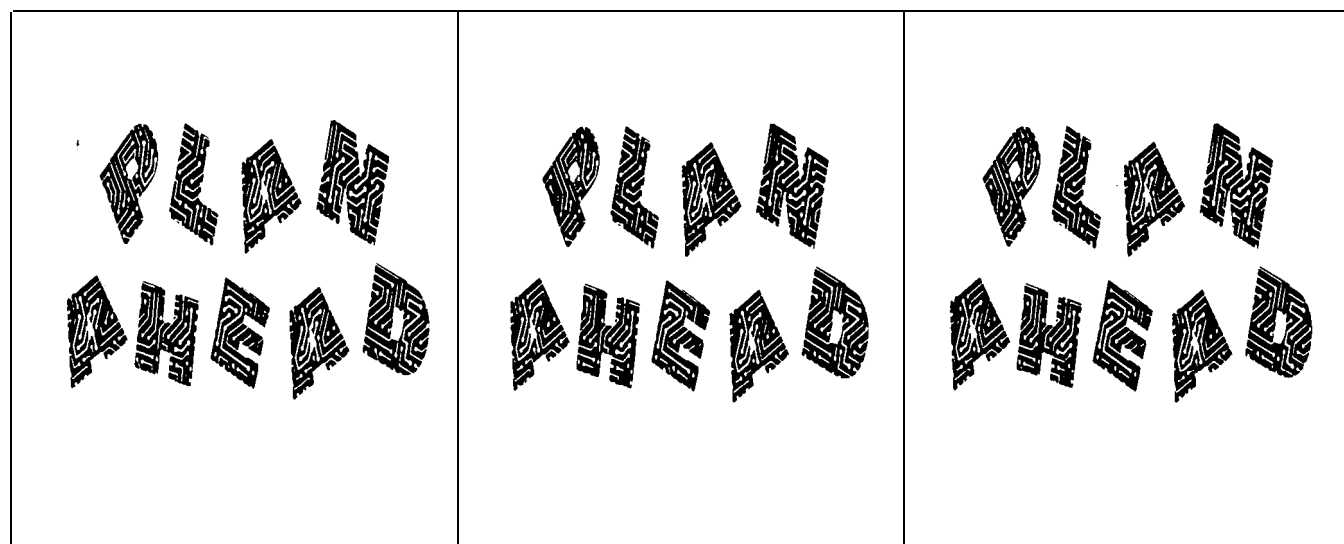
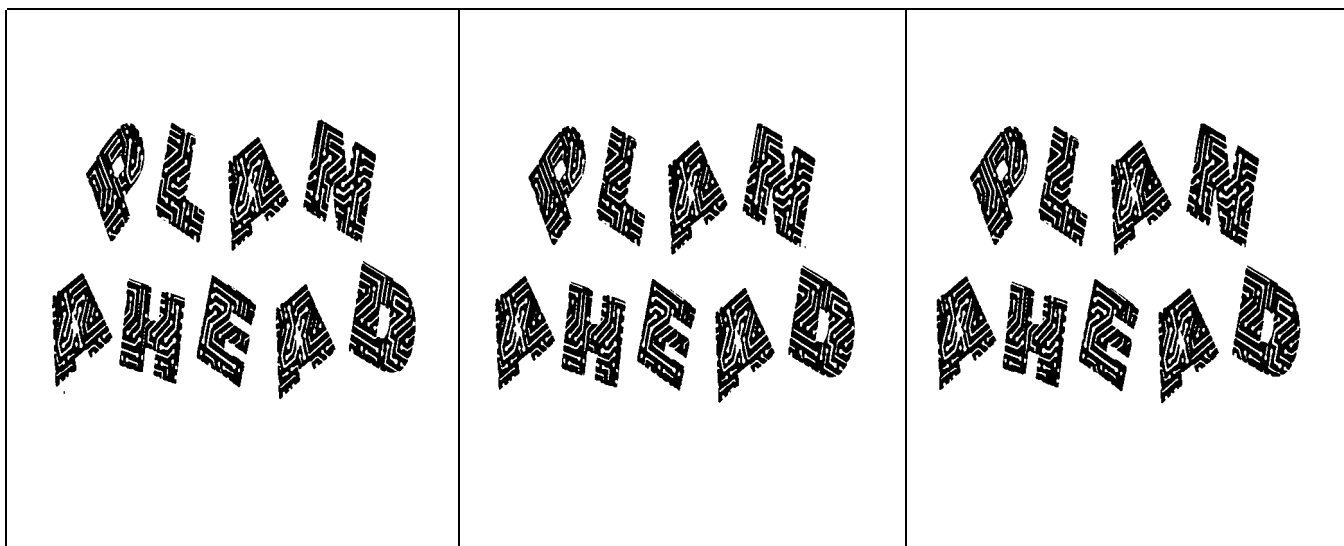
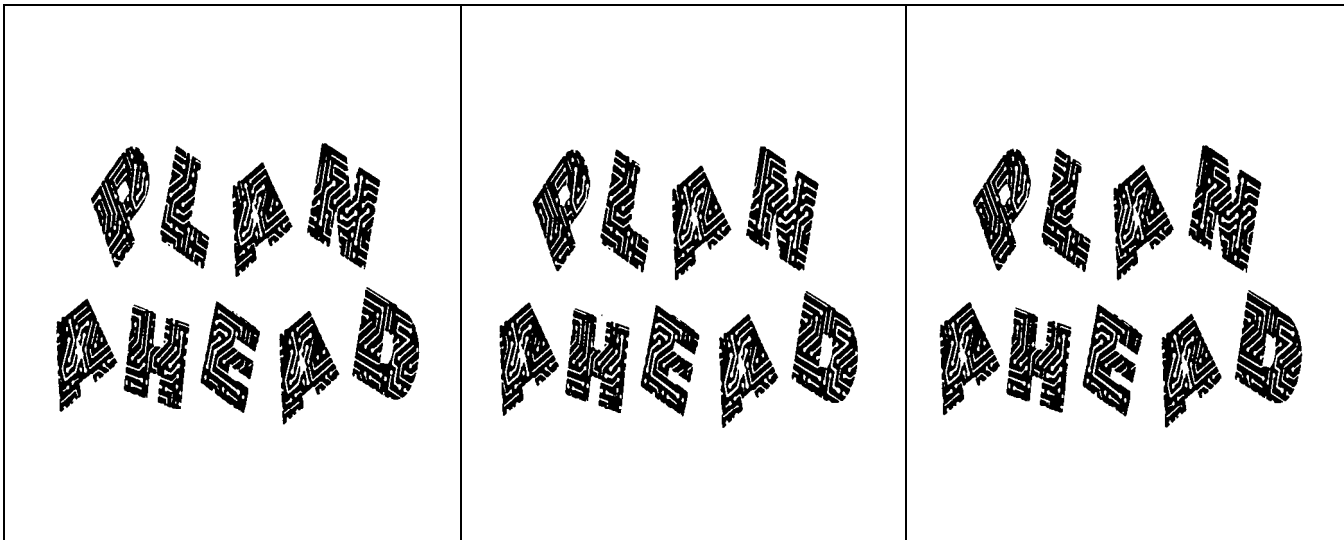
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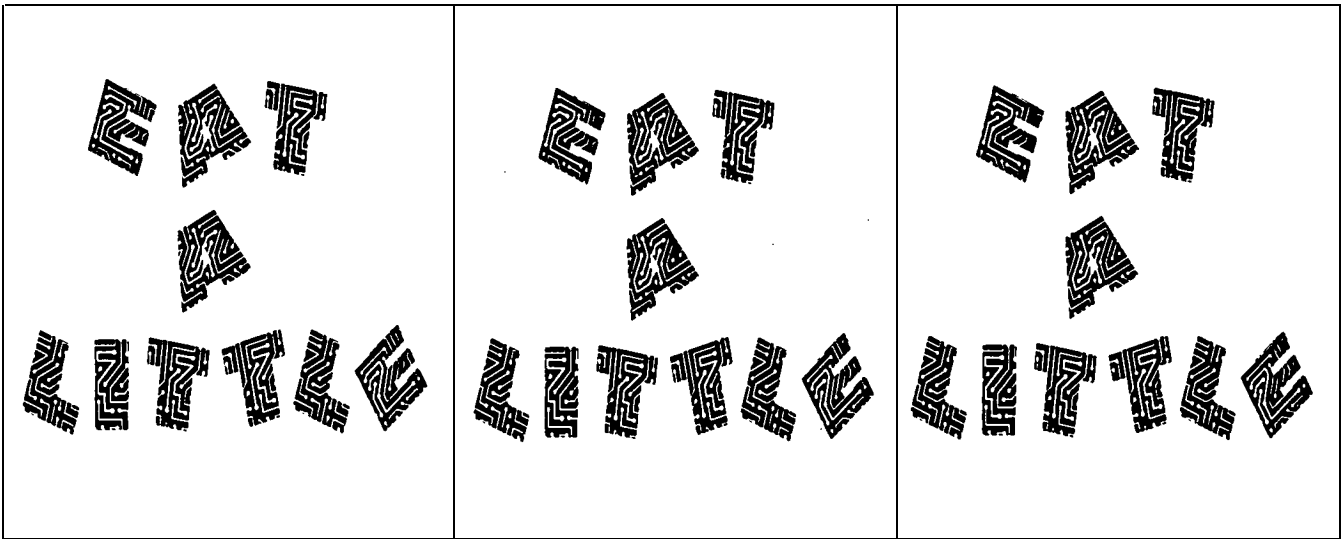
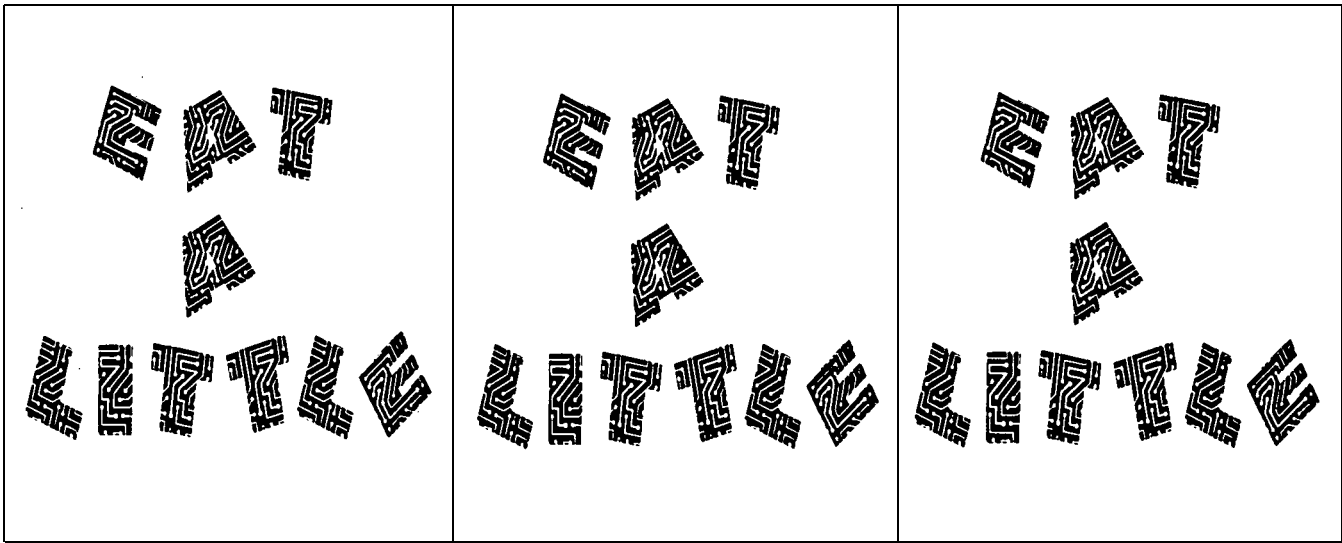
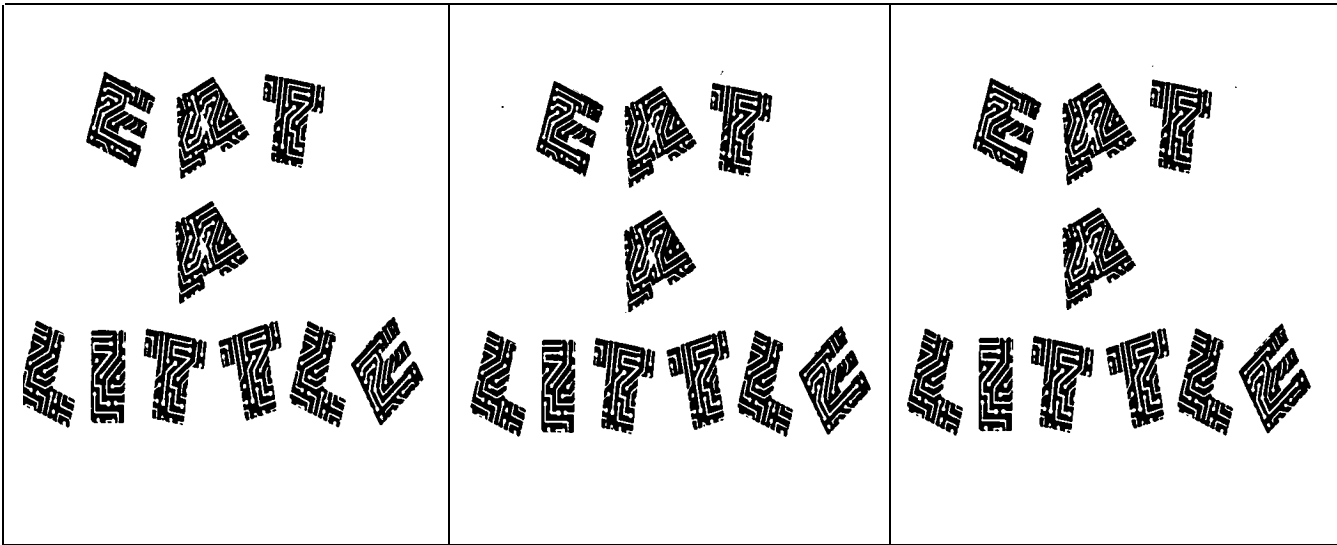
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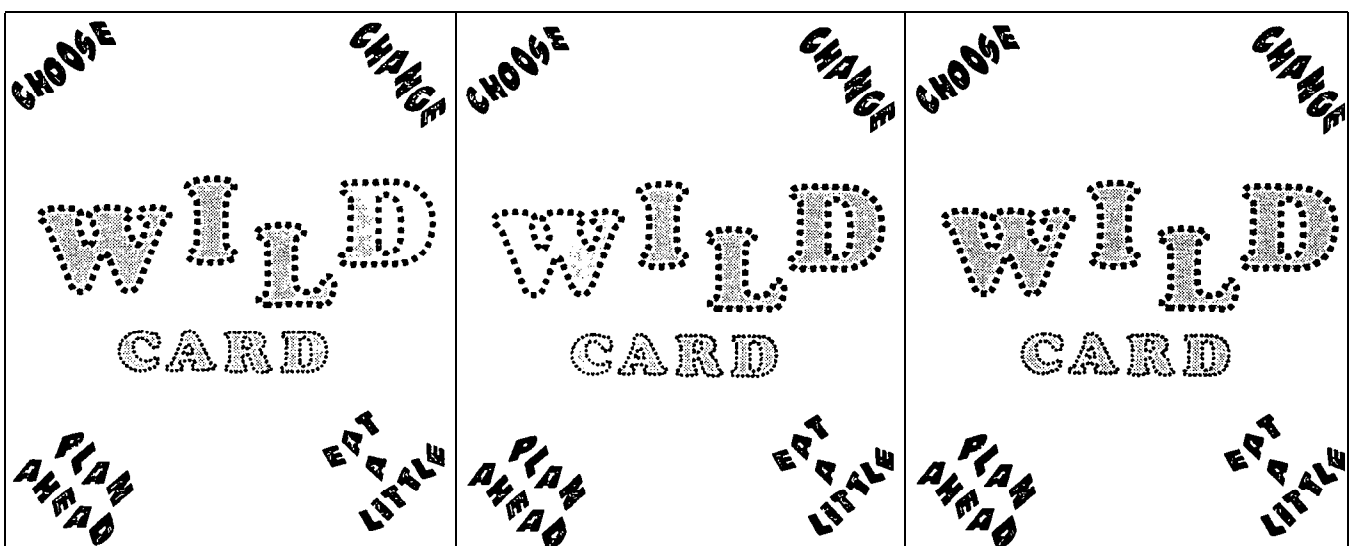
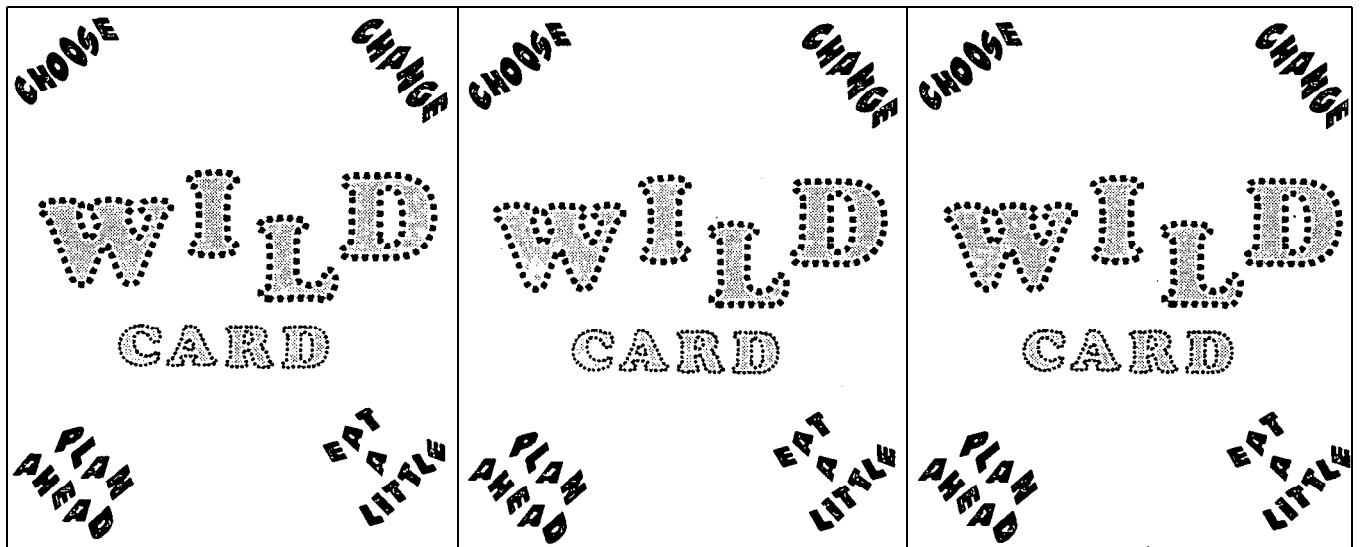
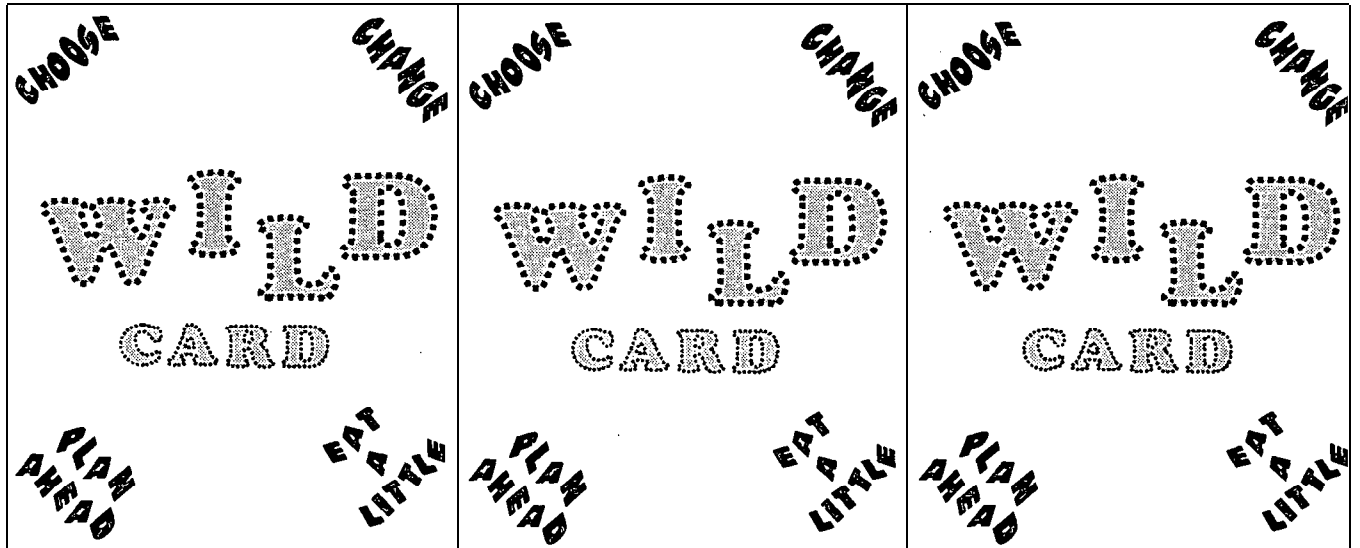
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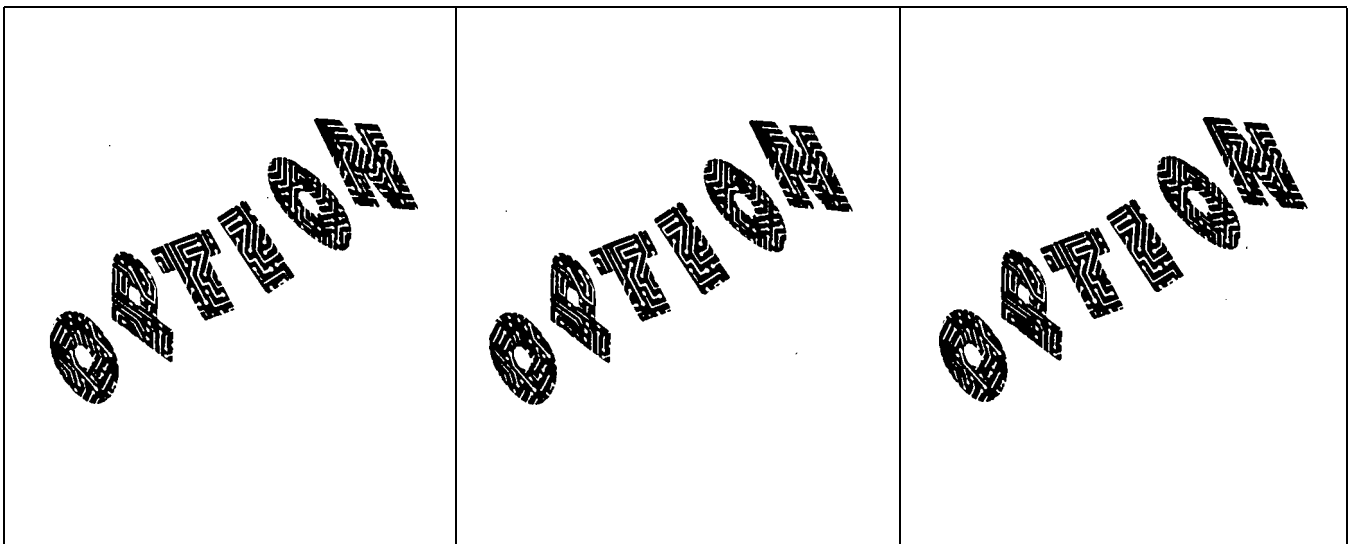
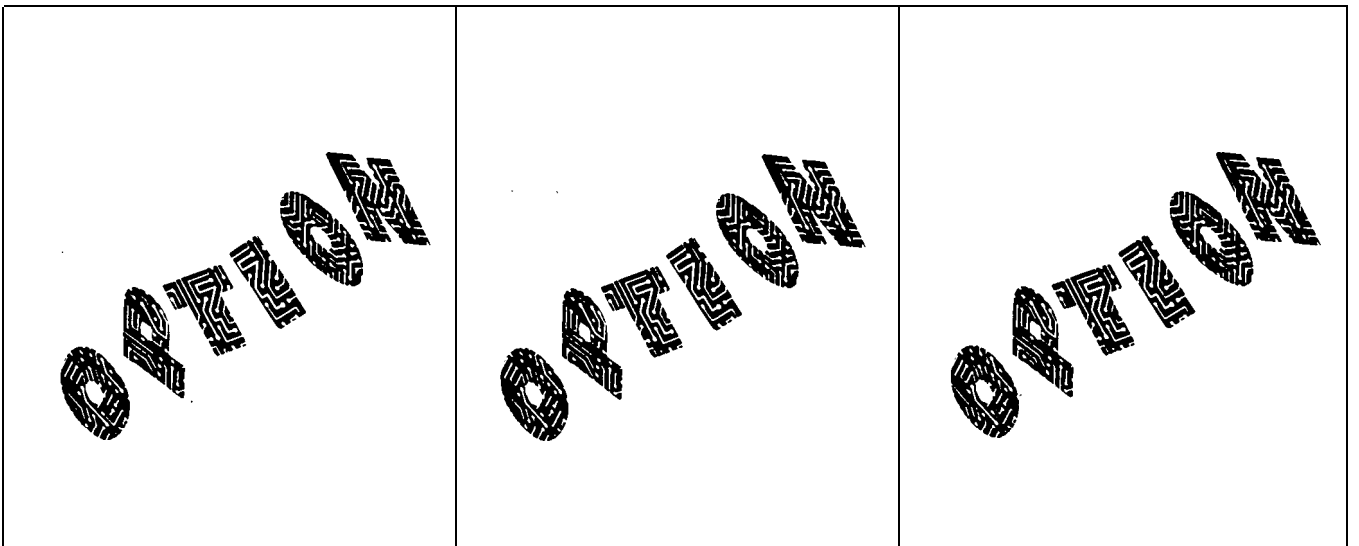
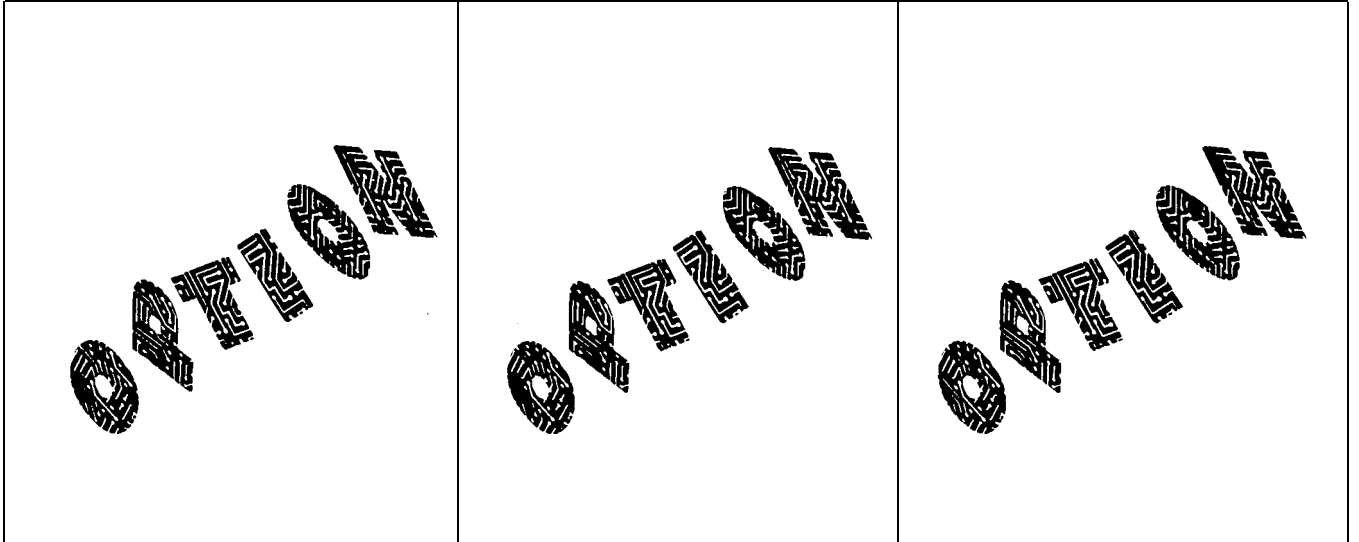
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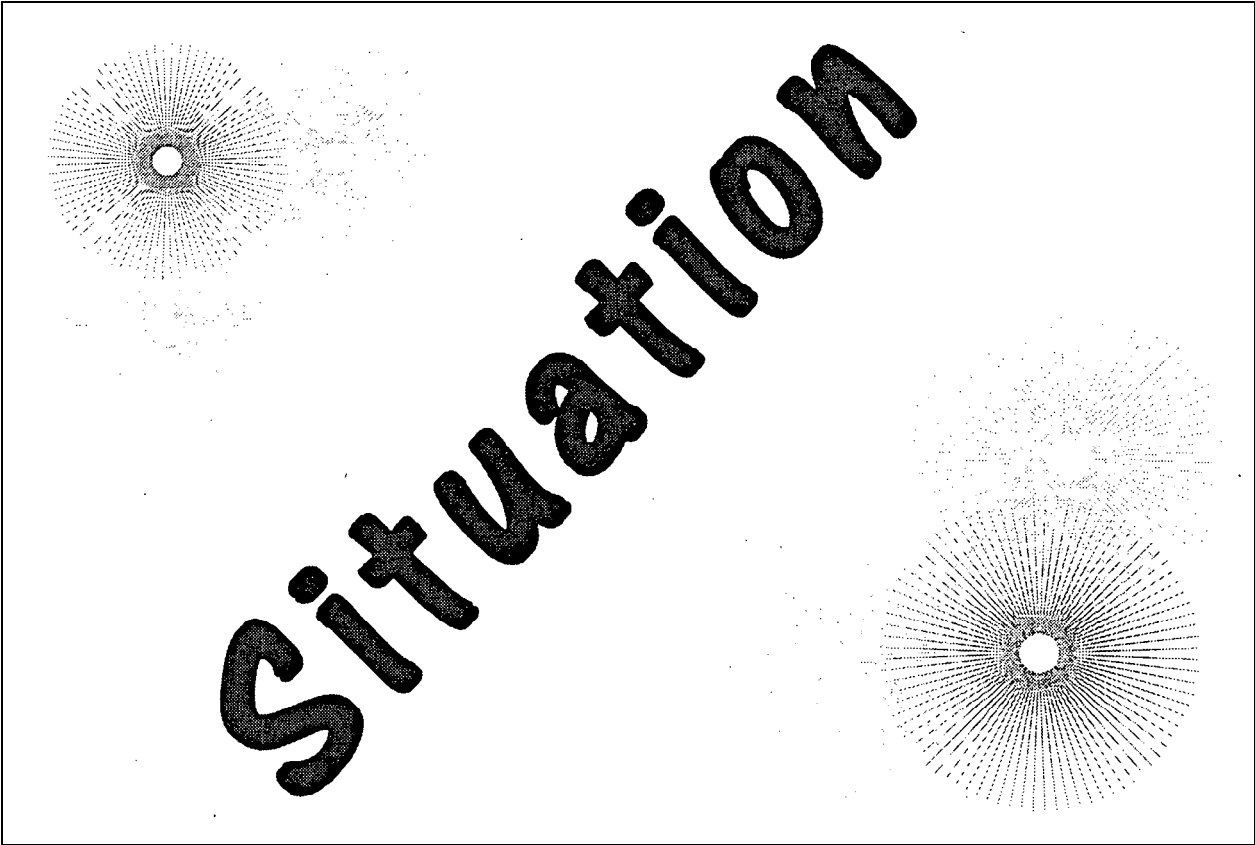












You are at Burger King with two of your friends. They each order a chocolate shake and a medium size fries. You usually order the same thing. **What could you do this time?**

You are at Burger King with two of your friends. They each order a chocolate shake and a medium size fries. You usually order the same thing. **What could you do this time?**

Your family goes to baseball games quite often. You are used to stuffing your face with food for most of the game. As a matter of fact, you usually eat a hot dog, chips, pop, ice cream, cotton candy, cracker jacks, nachos, and more if the game goes into extra innings. You've set a goal to eat less fat, and you really want to see if you can do it. **What could you do this time?**

Your family goes to baseball games quite often. You are used to stuffing your face with food for most of the game. As a matter of fact, you usually eat a hot dog, chips, pop, ice cream, cotton candy, cracker jacks, nachos, and more if the game goes into extra innings. You've set a goal to eat less fat, and you really want to see if you can do it. **What could you do this time?**

Your coach suggests you cut down on fat and eat more fruits and vegetables to increase your athletic performance on the basketball team. You are at a party and you're really hungry. There are lots of chips and dips, and one plate of veggies and dip. Everyone is having fun. Then the kid giving the party brings out a huge tub of ice cream and different sauces and whipped cream to make your own sundaes.

**What could you do?**

Your coach suggests you cut down on fat and eat more fruits and vegetables to increase your athletic performance on the basketball team. You are at a party and you're really hungry. There are lots of chips and dips, and one plate of veggies and dip. Everyone is having fun. Then, the kid giving the party brings out a huge tub of ice cream and different sauces and whipped cream to make your own sundaes.

**What could you do?**

You and a friend are going on a bike ride and will probably get hungry for lunch. You could stop somewhere or bring your lunch: Your friend wants to stop at McDonald's. You have set a goal in the TEENS program to eat a fruit or vegetable at lunch on this day and you can't count French fries.

**What could you do?**

You and a friend are' going on a bike ride and will probably get hungry for lunch. You could stop somewhere or bring your lunch. Your friend wants to stop at McDonald's. You have set a goal in the TEENS program to eat a fruit or vegetable at lunch on this day and you can't count French fries.

**What could you do?**

You've been trying to cut down on how much fat and junk food you eat. You are at the movies with someone you're really interested in and would like to impress. They get a large extra-buttered popcorn and a large regular pop. **What would you do?**

You've been trying to cut down on how much fat and junk food you eat. You are at the movies with someone you're really interested in and would like to impress. They get a large extra-buttered popcorn and a large regular pop. **What would you do?**

You have a big test coming up an hour after lunch. You usually have a sweet tooth after lunch and eat four big chocolate chunk cookies from the snack line. You've also realized that about an hour after you eat them you feel really sleepy. You want to do well on your test. **What could you do?**

You have a big test coming up an hour after lunch. You usually have a sweet tooth after lunch and eat four big chocolate chunk cookies from the snack line. You've also realized that about an hour after you eat them you feel really sleepy. You want to do well on your test. **What could you do?**

You are going over to a friend's house after school. This friend seems to live on junk food. You are really trying not to eat quite as many high-fat foods and feel good about that decision. Your friend brings out sour cream and onion potato chips, a creamy onion dip, and a bag of double fudge cookies. **What could you do?**

You are going over to a friend's house after school. This friend seems to live on junk food. You are really trying not to eat quite as many high-fat foods and feel good about that decision. Your friend brings out sour cream and onion potato chips, a creamy onion dip, and a bag of double fudge cookies. **What could you do?**



You are sleeping over at a friend's house, and your friend bought a lot of chips and other junk food for the two of you to eat. You have a swim meet the next day, and know your body will feel lousy if you eat a lot of junk tonight.

**What could you do?**

You are sleeping over at a friend's house, and your friend bought a lot of chips and other junk food for the two of you to eat. You have a swim meet the next day, and know your body will feel lousy if you eat a lot of junk tonight.

**What could you do?**

You and your family are having dinner at your Grandmother's home. She always makes foods that are very high in fat. Tonight it's fried chicken, mashed potatoes smothered in butter and gravy, rolls with butter, and peas swimming in butter, with chocolate cream pie for dessert. **What could you do to stick with your plan to eat less fat and more fruits and vegetables?**

You and your family are having dinner at your Grandmother's home. She always makes foods that are very high in fat. Tonight it's fried chicken, mashed potatoes smothered in butter and gravy, rolls with butter, and peas swimming in butter, with chocolate cream pie for dessert. **What could you do to stick with your plan to eat less fat and more fruits and vegetables?**

You are at lunch, and you've just completed a science project about why researchers think that people who eat a lot of fruits and vegetables and less fat have a lower risk of getting some kinds of cancer. You think it's worth making some changes in the way you eat. You noticed that they're now selling some lower-fat snacks and apples on the snack line, but your friend went and bought you two Little Debbie Snack Cakes. **What could you do?**

You are at lunch, and you've just completed a science project about why researchers think that people who eat a lot of fruits and vegetables and less fat have a lower risk of getting some kinds of cancer. You think it's worth making some changes in the way you eat. You noticed that they're now selling some lower-fat snacks and apples on the snack line, but your friend went and bought you two Little Debbie Snack Cakes. **What could you do?**

Your mom left enough money for one large pizza for you and your sister and brother for dinner. Your brother loves pepperoni and your sister will have a major tantrum if she doesn't get sausage with extra cheese. You are trying to cut down on fat. **What could you do?**

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You are at a friend's, house for dinner.  
They are having salad, double cheese  
pizza and your choice of pop, skim milk, or  
water. You are trying to eat healthier.

**What would you do?**

You are at a friend's house for dinner.  
They are having salad and double cheese  
pizza and your choice of pop, skim milk, or  
water. You are trying to eat healthier.

**What would you do?**

You used to think the idea of eating healthy foods was only for fitness freaks. Then your favorite uncle, who is overweight and lives on junk food, had a heart attack. Now, you'd like to get in the habit of eating healthier and exercising. The school lunch today is:

Hamburger french fries green beans apple	<b>OR</b> Cheese pizza	<b>OR</b> salad bar
	low-fat milk <b>OR</b> 100% fruit juice	

**What would you do?**

You used to think the idea of eating healthy foods was only for fitness freaks. Then your favorite uncle, who is overweight and lives on junk food, had a heart attack. Now, you'd like to get in the habit of eating healthier and exercising. The school lunch today is:

Hamburger french fries green beans apple	<b>OR</b> Cheese pizza	<b>OR</b> salad bar
	low-fat milk <b>OR</b> 100% fruit juice	

**What would you do?**

You usually stop at a convenience store with a friend on the way home from school. You usually buy a Snickers bar and a can of Pepsi. You are trying to cut down on fat and pop and eat more fruits and vegetables. **What could you do?**

You usually stop at a convenience store with a friend on the way home from school. You usually buy a Snickers bar and a can of Pepsi. You are trying to cut down on fat and pop and eat more fruits and vegetables. **What could you do?**

It's going to be a late night. You have a paper due tomorrow in English and a big math test. You bought yourself a big bottle of Coke, two bags of barbecue potato chips and three Kit Kat candy bars. You know that every time you do this you feel awful the next day and decide you could really do something about it – **like what?**

It's going to be a late night. You have a paper due tomorrow in English and a big math test. You bought yourself a big bottle of Coke, two bags of barbecue potato chips and three Kit Kat candy bars. You know that every time you do, this, you feel awful the next day and decide you could really do something about it – **like what?**



You've been roller blading a lot and can tell that you're really getting in shape for hockey this winter. You are out skating with a friend and decide to stop at a convenience store to get a snack and something to drink. You suddenly think how crazy it is to put your usual Coke and chips into your body when you're treating it so well with good exercise. **So what do you do?**

You've been roller blading a lot and can tell, that you're really getting in shape for hockey this winter. You are out skating with a friend and decide to stop at a convenience store to get a snack and something to drink. You suddenly think how crazy it is to put your usual Coke and chips into your body when you're treating it so well with good exercise. **So what do you do?**

You often eat dinner alone. Usually you get some pizza or make yourself a peanut butter and jelly sandwich. You feel like you haven't eaten a vegetable since you ate baby food. Your mother is a nurse at a cancer treatment center and you've heard stories about how devastating cancer can be. 'In school, you've learned that eating more fruits and vegetables could reduce your chances of getting cancer. **It's time for dinner – what would you do?**

You often eat dinner alone. Usually you get some pizza or make yourself a peanut butter and jelly sandwich. You feel like you haven't eaten a vegetable since you ate baby food. Your mother is a nurse at a cancer treatment center and you've heard stories about how devastating cancer can be. In school, you've learned that eating more fruits and vegetables could reduce your chances of getting cancer. **It's time for dinner – what would you do?**

You are baby-sitting for a five-year-old who is running you ragged. All he wants to eat is candy and junk food. **What would you do?**

You are baby-sitting for a five-year-old who is running you ragged. All he wants to eat is candy and junk food. **What would you do?**

You bring your lunch to school everyday. You usually have a peanut butter and jelly sandwich, a bag of potato chips, a candy bar, and a can of pop. You're trying to cut down on fat and eat more fruits and vegetables. **What would you do?**

You bring your lunch to school everyday. You usually have a peanut butter and jelly sandwich, a bag of potato chips, a candy bar, and a can of pop. You're trying to cut down on fat and eat more fruits and vegetables. **What would you do?**

You are on the track team and have started running a few miles. before school every morning. You eat breakfast, but by mid-morning, you're starved. Yesterday you spent about three dollars on candy and felt sick and sleepy by lunch time.

**What could you do today?**

You are on the track team and have started running a few miles before school every morning. You eat breakfast, but by mid-morning; you're starved. Yesterday you spent about three dollars on candy and felt sick and sleepy by lunch time.

**What could you do today?**

It's summer and your parents are at work everyday. You usually sleep late and eat cereal all day. It is the easiest thing to make! You're teeth are feeling icky from all the sugar on the cereal, your energy level is low, and you are remembering what you learned in TEENS about eating more fruits and vegetables. **How can you improve your summer meals?**

It's summer and your parents are at work everyday. You usually sleep late and eat cereal all day. It is the easiest thing to make! You're teeth are feeling icky from all the sugar on the cereal, your energy level is low, and you are remembering what you learned in TEENS about eating more fruits and vegetables. **How can you improve your summer meals?**

\_\_\_\_\_  
Name

# Keep Your Options Open

\_\_\_\_\_  
Date due

**Directions** Write down 3 times you used one of the four options.  
Situation #2 and #3 are on the back of this page. Be specific!



## Situation #1

Describe situation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Circle the option you used:



Describe how you used the option. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Keep Your Options Open

## Situation #2

Describe situation:

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Circle the option you used:

<b>CHOOSE</b>	<b>CHANGE</b>
<b>PLAN AHEAD</b>	<b>EAT A LITTLE</b>

Describe how you used the option.

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## Situation #3

Describe situation:

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Circle the option you used:

<b>CHOOSE</b>	<b>CHANGE</b>
<b>PLAN AHEAD</b>	<b>EAT A LITTLE</b>

Describe how you used the option.

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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.

Session 9

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

9-37

Notebook

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.

Session 9

88-6

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							

Notebook

# FOODS FOR DUDES

## Session Nine

- Donny:** Hey, I hear a munch, I hear a crunch, it's time for lunch and FOODS FOR DUDES with Donny —
- Darlene** And Darlene. Welcome to FOODS FOR DUDES, the call-in show for kids who like to eat-and who doesn't? (*haha*)
- Donny:** Nobody I know, Darlene.
- Darlene** Say, we have a very interesting letter here from Matthew in Chattanooga, Tennessee.
- Donny:** (sings) Pardon me Mathew, is that the Chattanooga choo-choo..... Okay, let's here it from Matthew.
- Darlene** Uh, isn't there something you're forgetting, Donny?
- Donny:** Um, let me think. No I can't remember anything I'm forgetting. Go ahead, Dar, read the letter.
- Darlene** Well, think about it for a minute. Let's see it's dated the 4th, that must mean that today is the 17th. Did you hear that? It's already the 17th!! I'll read the letter. (clears throat)
- Donny:** Need a cough drop, Dar?
- Darlene** No thank you. (clears throat again)
- Donny:** Sure?
- Darlene** Yes, I'm sure!!!! Dear Donny and Darlene, I want to eat healthy, but it's really hard. I think to myself today is the day and then I go over to a friend's house and eat a huge bowl of ice cream or I buy a couple of candy bars at school. It's too hard not to eat stuff that's high in fat or has lots of sugar—it's everywhere and it tastes so good! How are we supposed to do this? Signed Matthew from Chattanooga, Tennessee.
- Donny:** I hear you, Matthew, I hear you. This is a tough one.
- Darlene** Absolutely, Matthew, a tough one for all of us everyday. Matthew this is a very good question. This one, Matthew is about making a good decision and that's always tough. It's about learning how to decide.
- Donny:** Like are you on “de side” of the low-fat eaters or “de side” of the high fat eaters? Get it? De side?

**Darlene** Got it, Donny, got it. But you know, Matthew, you don't actually have to be on any side. You won't eat low-fat foods all the time, but you can make some good decisions when you're eating high fat foods. For example, if you knew someone who had a birthday today and you went to their party and there was a great big chocolate cake with lots of white frosting and some really pretty red roses in the corner and a big carton of chocolate chip ice cream, the kind with the big chunks of chocolate, you would have to make a decision about what to eat.

**Donny:** Say, Dar, that's a good example. That cake sounds great. Could you get me one of those on my next birthday? You could decide not to eat any cake or ice cream but that wouldn't be very realistic. Instead you could choose to have cake and leave off the ice cream. So you could CHOOSE differently. You could CHANGE what you eat by asking for frozen yogurt instead of ice cream.

**Darlene** You could EAT A LITTLE. You could decide that you want the cake, ice cream and frosting, too, but instead of eating a huge amount you could just eat a little and take a smaller piece. Or you could PLAN AHEAD – you'd really be able to do that if it was your own birthday because you'd know you would get a birthday cake with ice cream, you'd just know it. So you could plan to eat lower fat foods for the rest of the day, for example instead of having a candy bar you could have an apple for a snack – that's what I have today – and know that you would eat foods higher in fat later at the birthday party that people who were really good friends would be having for their really good friend and co-worker.

**Donny:** So Matthew, just remember this-plan ahead, eat a little, change or choose, that's how to eat healthy on Foods for Dudes! Hey, how about that!

**Darlene** We could set that to music! (*sings to the tune of happy birthday*): plan ahead, eat a little, change or choose, that's how to eat healthy on FOODS FOR DUDES. Donny isn't there something you're forgetting!

**Donny:** If there was, I must have forgotten it Darlene. You know how absent-minded I get, especially when I'm being so creative! Hey! Here's our first caller. Hello, you're on the air.

**Garrett:** Hi, this is Garrett from Richmond, Virginia.

**Donny:** (*sings*) If I were a Richmond, diddiddididi.... Garrett, what can we do for you?

**Garrett:** Well, I know it's not good to eat so many chips and stuff like that, but I really love crunchy, salty things and I just don't think I shouldn't be able to eat 'em and I don't think it's normal not to eat 'em because everybody does it!

**Darlene** Garrett, Garrett, Garrett. We know you, we understand you, we know you can't be expected to stay away from all those chips and junk foods, especially when there is so much advertising for those foods. What you need to do is make some good decisions when you eat those foods, just like we told Matthew.

**Donny:** That's right, Garrett. Let's go through those again. When is your favorite time to eat chips?

**Garrett:** After school.

**Donny:** Okay, so how could you plan ahead?

**Garrett:** I guess I could not eat chips at lunch.

**Darlene:** Great idea. And if you were going to use the eat a little strategy?

**Garrett:** I guess I could just take some out of the bag and not eat the whole bag of chips.

**Darlene:** This boy is thinking! This boy is on his toes! If it was my birthday and I had a birthday cake, Garrett I'd give the first piece to you.

**Donny:** Gee, thanks, Dar. I thought I'd be the first one! So, Garrett, let's say you wanted to use the change strategy.

**Garrett:** I don't know.

**Donny:** Well, you could get baked chips or low-fat chips or if you eat them with dip you could eat them without dip or with a fat-free dip like salsa.

**Garrett:** Yeah, that would be okay.

**Darlene:** And if you were just going to choose something else that was salty and crunchy do you know what you could choose?

**Garrett:** Well, uh, how about pretzels? Aren't some of those low in fat?

**Darlene:** Give that boy a birthday cake! Some pretzels are even fat free! Low-fat microwave popcorn would be another good substitute!

**Garrett:** Gee, thanks! That really helps!

**Donny:** Thank you, Garrett, thank you for calling with such a fantastic and I mean that, fantastic question. Hey, we have another caller. You're on the air.

**Mom:** Happy birthday, Darlene, this is your mother.

**Darlene:** Mom, you remembered!

**Donny:** Dar! It's your birthday! Why didn't you say so! Hey, we're out of time.

**Darlene:** This is Darlene—

**Donny:** And Donny signing off till next time on—

**Don &  
Darlene**    FOODS FOR DUDES.

**Darlene**    And remember, we eat lunch . . .

**Donny:**    So you eat lunch. Let's go out and get a cupcake!

**Darlene**    A cupcake! What happened to the chocolate cake with white fluffy frosting  
and roses and chocolate chip ice cream?

## Review &amp; Goal Setting

Approx. Minutes	Activities	Teacher Materials	Student Materials
5	1. Assignment Check	Foods for Dudes Session 10 Cassette Cassette Player	TEENS Group File TEENS Student Notebook and Folder
10	2. Foods for Dudes		Snacks**
15	3. Review Game* Sampling Snacks		
15	4. Final Scoring		
Total: 45			

\*Set up the game before the class begins.

\*\*See **SNACKS AND REQUISITIONS** section of this manual for recommended snacks.

## Activity 1: Assignment Check\_\_\_\_\_

- A. Tell students to take out their assignment, **Keep Your Options Open**, due today.
- B. Ask for a show of hands of how many students completed their assignment to record **three times** they were able to use one of the four Options: CHOOSE – CHANGE – PLAN AHEAD – EAT A LITTLE to make a smart decision about eating less fat.
1. **Congratulate** those students, and ask for a few volunteers to report some of the situations where they used these options.
  2. Discuss, **as time permits**.
  3. Encourage students to remember their options when confronted with situations where they need to decide on how to stick to their decision to eat less fat or choose more fruits or vegetables.

## Activity 2: Foods for Dudes

A. Play **Foods for Dudes Session 10 Cassette**. Tell students to clear their desks or tables so they can listen.

B. Briefly discuss some of the main points on the cassette.

### ASK:

- Have any of you ever made a meal like Donny and Darlene suggested that Rudy from Minnesota try – the turkey sandwich with lettuce and cheese; some fresh or canned fruit; baby carrots or a lettuce salad from a bag?
- What are some of the meals you have prepared?
- What snacks have you eaten in TEENS that you would serve at a birthday party like Tara is planning?

## Activity 3: Review Game

A. Game set-up.

1. Tape the questions to the blackboard or wall with the categories in vertical rows according to their point values. Categories and point values are printed on the question sheets.
2. Tape the point values over the questions. It works best to tape them at the top so they can be easily removed and then replaced for the next class.
3. Tape category names above the appropriate categories.

Labels	Snacks	Foods for Dudes	Options	Take a Chance
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40

B. Instruct students to get into their small groups.



**C. Ask Peer Leaders to get the snacks and bring them to their small group.**

1. Explain that today they will have another opportunity to sample a low-fat snack while they are doing the next activity.
2. They will have an opportunity to evaluate the snack at the end of the class.

**D. Announce that today for their last TEENS class, they will play a quiz game to review some of the activities they did during the program.**

1. Inform students that the object of the game is to gain the most points for their group by correctly answering review questions.
2. Explain that there will be five categories they can choose:
  - 1) **LABELS**
  - 2) **SNACKS**
  - 3) **FOODS FOR DUDES**
  - 4) **OPTIONS**
  - 5) **TAKE A CHANCE**
3. Appoint one person (possibly the alternate Peer Leader) to be the scorekeeper.

**E. Explain the directions of the game. (Answers to the questions are at the end of this session.)**

**STATE:**

- To begin the game, I will ask one member of every group to come up to the front of the room.
- I will write down a number between 1 and 20 and ask each of the first round contestants to guess the number. The contestant who guesses the number I wrote down (or the number closest to that number) will be the first contestant to choose a question.
- The contestant then chooses one of the five review categories and tells how many points they want to try for.
- I will then read the question under those points.
- The contestant who claps their hands first, gets the chance to answer the question.
- If that contestant can answer the question correctly, they score the points for their group.
- If they don't answer the question correctly, they must sit down and I will ask the question again.

### STATE: (Continued)

- When the question has been answered, the group of contestants will sit down and another member from each group will come to the front of the room and the game continues.
- If no one can answer the question, I will give the answer.
- The team who scored the points last will choose the categories and the points for the next question.
- One more thing, if anyone yells out the answer to a question when it is not their turn, or whispers an answer to a member of their group, that contestant loses their turn and must sit down.

F. Briefly discuss any questions students have regarding the quiz game.

1. Ask each group to pick a group member to be the first, and ask the first round contestants to stand.
2. Play the game!
3. Ask for applause for the winning group, and **congratulate** all the groups for successfully playing the game!

## Activity 4: Final Scoring \_\_\_\_\_

A. Ask students to look at the food record they just did and explain that they will now do a **Check Out the Chow** assessment for themselves using the food record.

1. Tell Peer Leaders to distribute the Check Out the Chow assessment in the Session #10 section of their TEENS group file.
2. Tell students to fill out the assessment for each day and then figure out their average score by adding the two scores together and dividing by two.
3. After a few minutes, ask students if their scores changed from when they did this in Session 3, and why they did or did not.
4. Discuss as time permits.
5. **Optional:** Reward the small group that earned the most points (or had the most improvement).

B. Tell students to turn to their **Sensational Snacks** list in the Snacks and Recipes section of their notebook.

1. Tell students to find the snack they sampled today on the list.
2. They should evaluate it by filling out their rating of the snack on their **Sensational Snacks** list.
3. After students have eaten and rated today's snack, ask for some class reactions to the snack, **as time permits**.

C. Ask groups to look over their **Sensational Snacks** list and see if they can come up with their group's **top 10 favorite snacks on the list**.

1. Call on Peer Leaders to report the top 10 favorite snacks of their group.
2. Encourage students to continue to eat these "**sensational snacks**," and remember to keep trying other snacks on this list and the recipes in their notebook.

D. Ask Peer Leaders to take out their group's **It All Adds Up Scorecard**.

1. Ask Peer Leaders to record any points in the previous class sections that the members of their group have now scored for completing assignments and/or returning their **Back Again Return Cards 1, 2, and 3**.
2. Ask them to then record any points in the Session #9 section that the members of their group scored for completing their **Keep Your Options Open** assignment and the food record assignment due today. They are to collect those assignments and put them in the yellow student folders at the back of their group file.
3. **(Optional)** Review how you will grade students' scores for completing TEENS assignments.

E. Announce when you will be holding the drawing from the **Parent Pack Coupons**.

## Notes & Reminders

- Collect the **TEENS Group Files** at the end of this final class.

## FOODS FOR DUDES GAME

### **LABELS:**

#### **10 points**

Name two items of information that you can find on a food label.

*(Possible answers: ingredients, serving size, amount of fat, calories, calories from fat, sodium, percent of daily values of nutrients)*

#### **20 points**

What does “calories from fat” mean on a food label?

*(How much of the total calories come from fat.)*

#### **30 points**

The information on a food label is about what amount of the food?

*(The information is about a serving size of the food. The serving size is also on the label.)*

#### **00 points**

What percent of calories from fat should you look for on a food label?

*(30%)*

### **SNACKS**

#### **10 points**

Name three fruits you could eat for a snack.

*(apple, pear, banana, peaches, fruit cocktail, strawberries, oranges, pineapple, etc.)*

#### **20 points**

Name two ways to eat vegetables as snacks.

*(Possible answers: carrots with dip, celery with cream cheese or peanut butter, broccoli and dip, bag of salad)*

#### **30 points**

How many grams of fat (or less) does a snack have if it is considered low-fat?

*(3 grams or less)*

### **DAILY DOUBLE**

#### **00 points – Double points for correct answer.**

Name three snacks from the Sensational Snacks List that you could buy at a convenience store.

*(Check answers on the Sensational Snacks list in the Student Notebook)*

## FOODS FOR DUDES

### 10 points

You usually eat a Big Mac, large fries, and a chocolate shake at McDonald's. Name two ways **you** could cut down on fat.

*(Possible answers: Eat one or two hamburgers instead of the Big Mac, choose a small or medium fries or share fries with a friend, choose water, 100% fruit juice, or milk to drink or a small shake.)*

### 20 points

Name three ways to eat fruits as a snack.

*(Possible answers: Fresh fruit, mix with yogurt, fruit with dip, fruit on top of frozen yogurt)*

### 30 points

Name three things you could eat if you didn't have much time for breakfast.

*(Possible answers: yogurt, breakfast bar, fruit, sandwich made the night before, small box of cereal)*

### 40 points

Name three reasons why it's important to eat fruits and vegetables.

*(They are low in fat, they contain vitamins and minerals your body needs, a diet high in fruits and vegetables can lower the risk of some cancers, they are high in fiber.)*

## OPTIONS

### 10 points

Name the four TEENS options.

*(Choose, change, plan ahead, eat a little)*

### 20 points

Which of the four TEENS options is being used in this situation?

John wanted to eat fries with his friends, so he split an order with a friend.

*(Eat a little.)*

### 30 points

How would you handle this situation if you were trying to eat low-fat foods using the **Choose** option: You and your friends stop by a convenience store on the way home from school. Your friends buy chips, snickers bars and pop. What do you buy?

*(baked chips, pretzels, low or no fat candy such as licorice or skittles, choose just one – chips, snickers, OR pop.)*

### 40 points

Explain how you could use each of the four TEENS options in this situation: You know you will be going to a birthday party tonight at your best friend's house. There will be tons of chips and dip, salsa, pop, and a huge birthday cake. You offered to bring the ice cream for the cake.

*(Possible answers: CHOOSE salsa instead of creamy dip, CHANGE the ice cream to frozen yogurt, EAT A LITTLE of what you want, PLAN A HEAD and eat a low-fat foods during the day.)*

## TAKE A CHANCE

### 10 points

How many grams of fat are in one teaspoon of fat?

*(4 grams)*

### 20 points

How do Donny and Darlene sign off the Foods For Dudes Show?

*(We eat lunch so you eat lunch.)*

### 30 points

What are two of the consequences of eating too much fat?

*(Higher risk for heart attack, stroke, some types of cancers, less energy to do the things you like to do.)*

### 40 points

Name one reason why your body needs some fat?

*(Fat cushions the body, protects your organs, and provides some essential fat-soluble vitamins and minerals.)*

**LABELS**



# Labels - 10 points

Name two items of information that you can find on a food label.

# Labels - 20 points

What does "calories from fat" mean on a food label?

# Labels - 30 points

The information on a food label is about what amount of the food?

# Labels - 40 points

What % of calories  
from fat should you  
look for on a food  
label?

**Snacks**

# Snacks - 10 points

Name three fruits  
you could eat for a  
snack.

# Snacks - 20 points

Name two ways  
to eat vegetables  
as snacks.

# Snacks – 30 points

How many grams of fat (or less) does a snack have if it is considered low-fat?



**DAILY  
DOUBLE**

# Daily Double - 40 points

(Double points for a correct answer.)

Name three snacks  
from the Sensational  
Snacks list that  
you could buy at a  
convenience store.

**FOODS  
FOR  
DUDES**

# Foods for Dudes - 10 points

You usually eat a Big Mac, large fries, and a chocolate shake at McDonald's. Name two ways you could cut down on fat.

# Food for Dudes - 20 points

Name three ways to  
eat fruits as a  
snack.

# Food for Dudes - 30 points

Name three things  
you could eat if you  
didn't have much  
time for breakfast.

# **Foods for Dudes - 40 points**

**Name three reasons  
why it's important  
to eat fruits and  
vegetables.**

**OPTIONS**



Options - 10 points

Name the four  
**TEENS** options.

# Options - 20 points

Which of the four TEENS options is being used in this situation?

John wanted to eat fries with his friends so he split an order with a friend.

# Options - 30 points

How would you handle this situation if you were trying to eat low-fat foods using the **Choose** option:

You and your friends stop by a convenience store on the way home from school. Your friends buy chips, Snickers bars, and pop. What do you buy?

# Options - 40 points

Explain how you could use each of the four TEENS options in this situation:

You know you will be going to a birthday party tonight at your best friend's house. There will be tons of chips and dip, salsa, pop, and a huge birthday cake. You offered to bring: the ice cream for the cake.

**TAKE**

**A**

**CHANCE**

**Take a Chance -  
10 points**

**How many grams of fat  
are in one teaspoon of  
fat?**

**Take a Chance -  
20 points**

**How do Donny  
and Darlene sign  
off the Foods For  
Dudes Show?**

**Take a Chance -  
30 points**

**What are two of  
the consequences of  
eating too much fat?**



# Take a Chance - 40 points

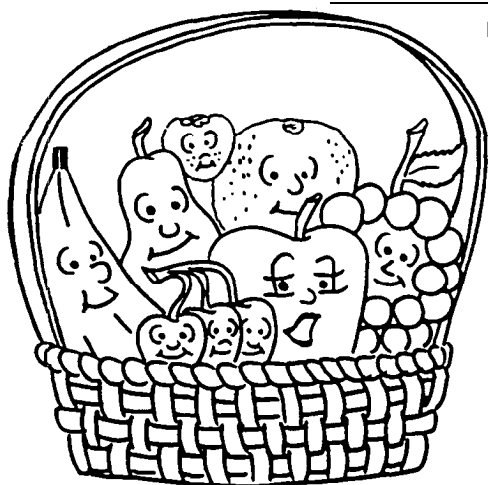
**Name one reason  
why your body  
needs some fat?**

10

20

30

40



Date \_\_\_\_\_



Name \_\_\_\_\_

# Check Out the Chow

## Day 1



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 - 4 servings = 10 points  
 1 - 2 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_  
 (points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 servings = 10 points  
 1 - 2 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_  
 (points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points  
 1 - 3 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_  
 (points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points  
 1 - 3 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_  
 (points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points  
 1 - 3 servings = 5 points  
 0 servings = 0 points

\_\_\_\_\_  
 (points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points  
 3 - 4 servings = 5 points  
 More than 4 servings = 0 points

\_\_\_\_\_  
 (points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
 No = 0 points

\_\_\_\_\_  
 (points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points  
 No = 0 points

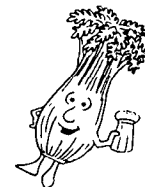
\_\_\_\_\_  
 (points)





# Check Out the Chow

## Day 1 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?

Yes = 0 points

No = 10 points

\_\_\_\_\_ (points)

10. Did you skip any meal?

Yes = 0 points

No = 10 points

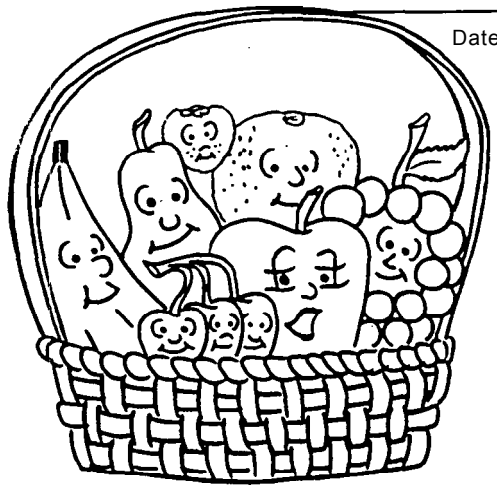
\_\_\_\_\_ (points)

**TOTAL SCORE**

\_\_\_\_\_ (points)

Now look on the next page to score Day 2.





Date \_\_\_\_\_



Name \_\_\_\_\_

# Check Out the Chow

## Day 2



1. How many servings from the milk, yogurt, and cheese group did you eat today?

3 - 4 servings = 10 points

1 - 2 servings = 5 points

\_\_\_\_\_  
(points)

2. How many servings from the meat, poultry, or protein group did you eat today?

3 servings = 10 points

1 - 2 servings = 5 points

0 servings = 0 points

\_\_\_\_\_  
(points)

3. How many servings from the vegetable group did you eat today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

\_\_\_\_\_  
(points)

4. How many servings from the fruit group did you eat today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

\_\_\_\_\_  
(points)

5. How many servings did you eat from the bread, cereal, and grain group today?

4 or more servings = 10 points

1 - 3 servings = 5 points

0 servings = 0 points

\_\_\_\_\_  
(points)

6. How many servings did you eat from the fats, oils, and sweets group?

0 - 2 servings = 10 points

3 - 4 servings = 5 points

More than 4 servings = 0 points

\_\_\_\_\_  
(points)

7. Did you eat something before school started? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points

No = 0 points

\_\_\_\_\_  
(points)

8. Did your evening meal include foods from at least 3 different food groups? (Foods from the fats, oils, and sweets group don't count!)

Yes = 10 points

No = 0 points

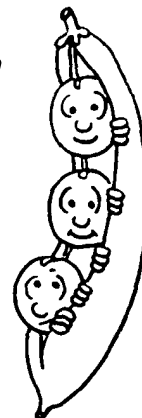
\_\_\_\_\_  
(points)





# Check Out the Chow

## Day 2 (Continued)



9. Did you drink more than 12 oz. (1 can) of pop?

Yes = 0 points  
No = 10 points

\_\_\_\_\_ (points)

10. Did you skip any meal?

Yes = 0 points  
No = 10 points

\_\_\_\_\_ (points)

**TOTAL SCORE**

\_\_\_\_\_ (points)

Now look on the next page to interpret your score!





Date \_\_\_\_\_

Name \_\_\_\_\_

# Interpreting Your Score

Add your total scores for the two days together and find your average score for the two days. To do this:

- 1) First add up your score for 2 days. *Example*  $40 + 80 = 120$ .
- 2) Then divide your total by 2. *Example:*  $120 \div 2 = 60$ .

$$\text{Day 1 score} + \text{Day 2 score} = \text{Total score} \div 2 = \text{Average score}$$

## 80 or above:

If your average score for the two days is **80 or above, Congratulations!** You are eating a healthy diet with good variety from different food groups. You have eating patterns that will keep your body healthy and give you nutrients to grow well, be strong, and be active. **Keep up the GREAT work!!!**

## 50 - 79:

If your average score for the two days is **less than 80, but more than 49**, it's time to take stock. Where are you, losing points? Are there some food groups you've been missing? Are you eating too much junk food like pop, sweets, and high-fat foods? Make a plan today to turn one of those zero answers into a +10 answer. Keep working at it – you're not too far from a healthy diet and feeling and growing great!

## Less than 50:

If your average score is less than 50, you are getting into some bad habits. Not eating well can hurt you in the short and long run. In the short run, it can mean that you may not grow to your full potential, that you will lack the energy and strength to do the things you want to do and it may be hard to concentrate in school. In the long run, what you eat can affect your chances of getting cancer, heart disease, and other diseases, and how fit and active you can be when you are an adult. So . . . start now and bring your food choices back on track. Make a plan today to turn at least 2 of those zero answers into a +10 point answer. **You can do it!**

# FOODS FOR DUDES

## Session Ten

- Donny:** Hey, I hear a munch, I hear a crunch, it's time for lunch and FOODS FOR DUDES with Donny . . .
- Darlene** And Darlene. Welcome to FOODS FOR DUDES, the call-in show for kids who like to eat – and who doesn't? (*haha*)
- Donny:** Nobody I know, Darlene. Say, we have a great letter today from one of our listeners in Minneapolis, Minnesota (*sings*) Minnesota, hats off to thee.... by the name of Rudy.
- Darlene:** Now there's a name for you. I like that name: Rudy. What does Rudy have to say, Donny?
- Donny:** Okay. Dear Darlene and Donny. I love your show . Here's my problem. I live with my mom and my little sister. My mom works and I usually fix dinner for me and my sister. Most nights we have cereal, but it just doesn't fill me up. I don't like to cook and I for sure don't like to clean up the kitchen. What can I do to make our dinners better without really **cooking**?
- Darlene** Oh, Rudy, Rudy, Rudy, one cannot live on cereal alone. Making a sandwich does not have to be messy. Two slices of bread, a little mayo and lettuce and cheese and you're in business. Add some sliced turkey to the cheese and you're a gourmet in the making. You still need a fruit or vegetable. Slice up an apple or a pear for you and your sister. You could even put some peanut butter on it. Try opening a can of pears or peaches or fruit cocktail – no muss, no fuss, and they're healthy and sweet. For vegetables just open a bag of salad and pour on the dressing and you're set – or just put a bag of baby carrots on the table and eat 'em out of the bag—you 'don't have to set a table of fine China to eat well and have dinner a little less boring.
- Donny:** Good answer Dar. You know you are sharp today -I can just tell. You have that look about you that says: Ask me a question and believe you me, I've got the answer.
- Darlene** Why thank you, Donnny. I do my best, as you know.
- Donny:** We have a caller on the line. It's Tara from Gary; Indiana.. (*sings*) Gary Indiana, Gary Indiana, Gary, Indiana let me say it once again... Hello, Tara, you're on the air.
- Tara:** Hi.
- Donny:** Tara, did you know I grew up in Gary Indiana?
- Tara:** No.

**Donny:** Well, I did. What school do you go to, Tara?

**Tara:** Deerfield.

**Donny:** No!

**Tara:** Yes!

**Donny:** No!

**Tara:** Yes!

**Donny:** No!

**Darlene** She said yes, for goodness sakes!

**Donny:** I went to Deerfield School. My favorite teacher was Mrs. Appleton in seventh grade in room 206.

**Tara:** I'm in room 206.

**Donny:** No!

**Tara:** Yes!

**Donny:** No!

**Tara:** Yes!

**Donny:** No!

**Darlene** SHE SAID YES!!!!!!!!!!

**Donny:** No need to shout Dar. You're just jealous because Tara and I have an instant bond that happens when you meet someone who understands you and how you were raised and who you are at the core of your being.

**Darlene** Donny, I hardly think that just because Tara goes to the same school that you went to back in the good old days you are soul mates.

**Donny:** Now that was unfair, Darlene. The good old days! You're just jealous because no one has ever called in from — what was that little town where you grew up?

**Darlene** Ripple Ridge, North Dakota.

**Donny:** Ah, yes, Ripple Ridge — we have yet to have a caller from Ripple Ridge — do they have telephones there yet?

**Darlene** (*mocking him*) Yes, we have telephones.

**Tara:** Excuse me, but I have a question.

**Donny:** Of course, dear Tara, comrade from the Hoosier state.

**Darlene:** Go ahead, Tara, dear.

**Tara:** Well, I'm having a party for my fourteenth birthday in two weeks. I invited twenty kids and I have to figure out what to have to eat.

**Darlene:** Now that is a good question. Are you having supper or just snacks?

**Tara:** Just snacks. But I don't want to have just really fatty stuff and I don't want to have just fruit and vegetables, either.

**Donny:** I hear you, Tara, after all, we speak the same language. You know, I'd like to just give you one idea to think about. Even though you're just having snacks having one or two things that are a little more substantial can be a good idea. Sometimes kids are really hungry and they might make themselves a sandwich instead of eating a whole bowl of chips. So you might want to consider having a veggie pizza or pitas stuffed with cheese and veggies.

**Darlene:** I like that idea, Donny. The folks in Ripple Ridge have been giving parties like that for years, however. You know you-could still have chips, but you could have baked chips or reduced fat chips with salsa instead of a high fat creamy dip or you could have pretzels or fat-free microwave popcorn. You could serve low-fat dip – low-fat salad dressing works great – and have a plate of raw veggies with it. You could try some kind of low-fat chocolate dip for fruit and that would look great and taste great and it's fun to dip the fruit in the chocolate.

**Donny:** You could have some diet pop available or some canned fruit juice or flavored sparkling water. You could even make a pitcher of your own combinations of fruit juices with sparkling water. Those taste good and look good, too.

**Tara:** That helps. I like the sandwich idea and I know there's lots of chips and crackers that are low-fat and kids would still like them. I really like the idea about dipping the fruit in the chocolate – do I just use chocolate sauce?

**Darlene:** We've got a great low-fat chocolate dip recipe in our FOODS FOR DUDES cookbook.

**Tara:** Thanks a lot, I'll check it out.

**Donny:** Before you go, Tara, is the little grocery store still there on Marshall Street and Dorsey?

**Tara:** No, there's a gas station there now.

**Donny:** No!

**Tara:** Yes!

**Donny:** No!

**Tara:** Yes!

**Donny:** No!

**Darlene** Yes! Yes! YES! SHE SAID YES! Thank you Tara, now hang up already!

**Donny:** Darlene, that was quite unnecessary. Rule number one of the call-in show handbook is treat every caller with respect. You should be ashamed.

**Darlene** I'm sorry, Donny, but she said yes. She said yes over and over again.

**Donny:** If I wasn't such a gentleman I'd take your headset. Hey! It looks like we're out of time.

**Darlene** This is Darlene –

**Donny:** And Donny signing off till next time on –

**Don & Darlene** Foods for Dudes

**Darlene** And remember, we eat lunch.

**Donny:** So you eat lunch. You know, we were served the best lunches at Deer-field School.

## *Year One*

# Suggested *Teens* Snacks

Session 1	Rice Krispie Treats
Session 2	Tasty Fat-Free Pudding Cup
Session 3	Fat-free Pretzels
Session 4	Strawberry Newton Bars
Session 5	Juice Jazz
Session 6	Fruits, Fruits, Fruits
Session 7	Nutrigrain Bars
Session 8	Variety of Veggies
Session 9	Chips and Dip
Session 10	M & M Kudos Bars

# Year One

## TEENS Snack: Supplies Requisition

### Session 1: Rice Krispies Treats

To: \_\_\_\_\_ From: \_\_\_\_\_  
(Food Service Personnel) (Teacher)

Date Needed: \_\_\_\_\_ Time Needed: \_\_\_\_\_

Total Number of Students: \_\_\_\_\_

\*\*\*\*\*

#### Food Service Staff use:

**Rice Krispies Treats: - 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 **Rice Krispies Treats**:

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 **Rice Krispies Treats**: \_\_\_\_\_



# Year One

## TEENS Snack: Supplies Requisition

### Session 2: Fat-Free Pudding Cup

To: \_\_\_\_\_ From: \_\_\_\_\_  
(Food Service Personnel) (Teacher)

Date Needed: \_\_\_\_\_ Time Needed: \_\_\_\_\_

Total Number of Students: \_\_\_\_\_

\*\*\*\*\*

#### Food Service Staff use:

**Jello Fat-free Pudding Cup (chocolate/vanilla swirl) - 1 portion 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 **Jello Fat-free Pudding Cup**:

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 **Jello Fat-free Pudding Cup**: \_\_\_\_\_

# Year One

## TEENS Snack: Supplies Requisition

Session 3: Fat-Free Pretzels
------------------------------

To: \_\_\_\_\_ From: \_\_\_\_\_  
(Food Service Personnel) (Teacher)

Date Needed: \_\_\_\_\_ Time Needed: \_\_\_\_\_

Total Number of Students: \_\_\_\_\_

\*\*\*\*\*

### Food Service Staff use:

**Fat-Free Pretzels - individual sized pkgs. - 2 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 **Fat-Free Pretzels**:

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 **Fat-Free Pretzels**: \_\_\_\_\_

# Year One

## TEENS Snack: Supplies Requisition

Session 4: Fruit Newton Bars
------------------------------

To: \_\_\_\_\_ From: \_\_\_\_\_  
(Food Service Personnel) (Teacher)

Date Needed: \_\_\_\_\_ Time Needed: \_\_\_\_\_

Total Number of Students: \_\_\_\_\_

\*\*\*\*\*

### Food Service Staff use:

**Fruit Newton Bars: Any fruit flavor - 2 bars 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 **Fruit Newton 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 **Fruit Newton Bars**: \_\_\_\_\_

# Year One

## TEENS Snack: Supplies Requisition

### Session 5: Juice Jazz Recipe

To: \_\_\_\_\_ From: \_\_\_\_\_  
(Food Service Personnel) (Teacher)

Date Needed: \_\_\_\_\_ Time Needed: \_\_\_\_\_

Total Number of Students: \_\_\_\_\_

\*\*\*\*\*

#### Food Service Staff use:

##### Juice Jazz Recipe:

100% fruit juice any flavor	4 oz. per student
Sparkling mineral water (or club soda)	2 oz. per student
Ice Cubes (if available)	

7 oz. Paper cups	1 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 **Juice Jazz**:

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 **Juice Jazz**: \_\_\_\_\_

# Year One

## TEENS Snack: Supplies Requisition

### Session 6: Fruits, Fruits, Fruits Recipes

To: \_\_\_\_\_ From: \_\_\_\_\_  
(Food Service Personnel) (Teacher)

Date Needed: \_\_\_\_\_ Time Needed: \_\_\_\_\_

Total Number of **GROUPS**: \_\_\_\_\_

\*\*\*\*\*

#### Food Service Staff use:

**Food Supplies (NOTE: Recipes are calculated per TEENS GROUP):**

#### **Banana Bash**

Low-fat or fat-free strawberry yogurt  
Banana

8 oz. per group  
1 per group

#### **Apple Crunchers**

Apples  
Peanut butter (creamy)  
Rice Krispies Cereal

1 per group  
1/2 cup per group  
1/2 cup per group

#### **Chocolate Dip Fruit**

Apples  
Banana  
Hershey's Chocolate Shoppe Fudge Topping (fat-free)  
(or Substitute fat-free chocolate syrup)  
Yogurt - Plain low-fat

1 per group  
1 per group  
2 oz. per group  
4 oz. per group

\*\*\*\*\*

#### **Teachers Use: TEENS class schedule**

Please fill in the following schedule and record the total number of groups in the space above.

Lessons requiring **Fruits, Fruits, Fruits Recipes**:

Period: \_\_\_\_\_ Number of groups: \_\_\_\_\_

Period: \_\_\_\_\_ Number of groups: \_\_\_\_\_

Period: \_\_\_\_\_ Number of groups: \_\_\_\_\_

Period: \_\_\_\_\_ Number of groups: \_\_\_\_\_

Period: \_\_\_\_\_ Number of groups: \_\_\_\_\_

Period: \_\_\_\_\_ Number of groups: \_\_\_\_\_

Total number of **GROUPS** requiring **Fruits, Fruits, Fruits Recipes**:

\_\_\_\_\_

# Year One

## TEENS Snack: Supplies Requisition

### Session 7: Nutri-Grain Bars

To: \_\_\_\_\_ From: \_\_\_\_\_  
(Food Service Personnel) (Teacher)

Date Needed: \_\_\_\_\_ Time Needed: \_\_\_\_\_

Total Number of Students: \_\_\_\_\_

\*\*\*\*\*

#### Food Service Staff use:

**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 One

## TEENS Snack: Supplies Requisition

### Session 8: Variety of Veggies Recipes

To: \_\_\_\_\_ From: \_\_\_\_\_  
(Food Service Personnel) (Teacher)

Date Needed: \_\_\_\_\_ Time Needed: \_\_\_\_\_

Total Number of **Groups**: \_\_\_\_\_

\*\*\*\*\*

#### Food Service Staff use:

**Food Supplies (NOTE: Recipes are calculated per TEENS GROUP):**

#### Super Snackers

Baby Carrots	15 per group
Broccoli florets	15 per group
Ranch dressing (low-fat or fat-free)	6 TBL per group

#### Veggie Bagels

Bagels (sliced in half)	6 halves per group
Cream cheese (low-fat)	4 TBL per group
Shredded carrots	4 TBL per group
Cucumber slices	12 per group

#### Salad

Bag of lettuce	10 oz. per group
Salad dressing (low-fat or fat-free)	6 TBL per group

\*\*\*\*\*

#### Teachers Use: TEENS class schedule

- Please fill in the following schedule and record the total number of groups in the space above.

Lessons requiring **Variety of Veggies Recipes**:

Period: \_\_\_\_\_ Number of groups: \_\_\_\_\_

Period: \_\_\_\_\_ Number of groups: \_\_\_\_\_

Period: \_\_\_\_\_ Number of groups: \_\_\_\_\_

Period: \_\_\_\_\_ Number of groups: \_\_\_\_\_

Period: \_\_\_\_\_ Number of groups: \_\_\_\_\_

Period: \_\_\_\_\_ Number of groups: \_\_\_\_\_

Total number of **GROUPS** requiring **Variety of Veggies Recipes**: \_\_\_\_\_

# Year One

## TEENS Snack: Supplies. Requisition

### Session 9: Chips and Dip

To: \_\_\_\_\_ From: \_\_\_\_\_  
(Food Service Personnel) (Teacher)

Date Needed: \_\_\_\_\_ Time Needed: \_\_\_\_\_

Total Number of Students: \_\_\_\_\_

\*\*\*\*\*

#### Food Service Staff use:

#### Food Supplies:

**Baked tortilla chips (any brand)**

**1 svg. per student  
(or 10-12 chips)**

**Salsa (any brand)**

**1 indiv. pkt. per student  
(or 1 TBL 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 **Chips and Dip**:

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 **Chips and Dip**: \_\_\_\_\_



# Year One

## TEENS Snack: Supplies Requisition

### Session 10: M&M Kudos Bars

To: \_\_\_\_\_ From: \_\_\_\_\_  
(Food Service Personnel) (Teacher)

Date Needed: \_\_\_\_\_ Time Needed: \_\_\_\_\_

Total Number of Students: \_\_\_\_\_

\*\*\*\*\*

#### Food Service Staff use:

**M&M Kudos Bars - 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 **M&M Kudos 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 **M&M Kudos Bars**: \_\_\_\_\_



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.

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.

**Back Again Return Card** — Your child will bring home a Back Again Return Card which he/she will bring home and then bring back to school again. The card contains a short assignment for you and your child to do together. The card is also a reminder to read the Parent Pack. After you have read the materials and completed the assignment, sign the Return Card and give it to your child to bring back to school. Your child earns homework points for completing the assignments and returning the cards.

Your child will also be completing a series of homework assignments, some of which you should do together to help your whole family be part of the cancer prevention effort.

# Teens RETURN CARD #1

With help from your teen, write down three of your family's favorite snacks.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Are any of these low in fat? (Low-fat foods would be foods naturally low in fat like fruits and vegetables or less than 3 grams of fat per serving as listed on a food label.) Think of three lower-fat snack options and write them here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Try one of your low-fat alternatives this week!**

- ☐ Yes! I read the: Parent Pack and will send my coupons when we have completed some of the activities.
- ☐ Yes! We did the Parent Pack Assignment on this Return Card!

\_\_\_\_\_  
Print name of student

\_\_\_\_\_  
Parent signature

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With help from your teen, write down three of your family's favorite snacks.

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2. \_\_\_\_\_
3. \_\_\_\_\_

**Try one of your low-fat alternatives this week!**

- ☐ Yes! I read the Parent Pack and will send my coupons when we have completed some of the activities.
- ☐ Yes! We did the Parent Pack Assignment on this Return Card!

\_\_\_\_\_  
Print name of student

\_\_\_\_\_  
Parent signature

# Parent Pack Pointers #1

## LOOKING FORWARD TO THOSE TEEN YEARS? GROW FOR IT!

- By the end of adolescence your child will probably be 20 % taller and 50% heavier.
- Nearly half of your child's adult skeleton forms during the teen years.

It doesn't take a lot of money to help your teen make healthier food choices. It usually depends on what you HAVE around to satisfy those terrific teen appetites. For example:

- Have fresh fruit in the refrigerator washed and ready to eat.
- Have crunchy vegetables like carrots, celery, or broccoli cut up and ready to eat.
- Have canned or frozen fruit to add to yogurt or frozen yogurt.
- Have low-fat salad dressings and dips for baked chips and veggies.
- Have salsa to eat with baked chips. (Salsa is fat-free and loaded with veggies!)
- Have low-fat cookies — there are lots of them on the market -just read the label!
- Have low-fat frozen yogurt instead of ice cream in your freezer.
- Have 100% fruit juice mixed with sparkling water instead of pop.
- Have fat-free pretzels or light microwave popcorn instead of chips and snack crackers that are high in fat.

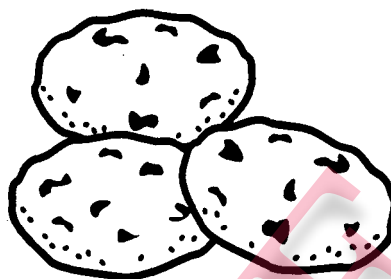
## FEED THE NEEDS

Teens are not just growing physically, but emotionally, too. The Center for Early Adolescence lists seven developmental needs of 10-15 year olds.

1. The need to develop positive relationships with peers and caring adults.
2. The need for structure and clear limits. They need adult guidance to help them make decisions.
3. The need for physical activity to help them relax, have fun and improve self esteem.
4. The need for creative expression.
5. The need to figure out what they're good at.
6. The need for meaningful participation in family, school and community in order to see that they are an important part of the world around them.
7. The need to figure out who they will be when they grow up and to experiment with different ideas

## Oatmeal Cookies

1/2 cup unsalted margarine  
 1/2 cup granulated sugar  
 1/2 cup firmly packed brown sugar  
 1 egg  
 1 teaspoon vanilla  
 1 cup flour  
 1 1/2 teaspoons cinnamon  
 1 teaspoon baking soda  
 1/2 teaspoon nutmeg  
 2 cups old-fashioned oats (not quick oats)  
 1 cup raisins



In large bowl, beat margarine and sugars at high speed until creamy. Add egg and vanilla. Beat until fluffy, about 2 minutes. In medium bowl, combine flour, cinnamon, baking soda and nutmeg. Stir into margarine mixture until well blended. Stir in oats and raisins. Drop by rounded teaspoonfuls 2 inches apart on cookie sheets sprayed with nonstick cooking spray. Bake in 350 oven 10 to 12 minutes or until lightly browned.

*The Cook's Book*

## Fudgy Chocolate Brownies

5 tablespoons stick margarine  
 1 ounce unsweetened chocolate  
 2/3 cup Dutch processed or unsweetened cocoa  
 1 1/2 cups sugar  
 3 large egg whites, lightly beaten  
 1 large egg, lightly beaten  
 1 cup all-purpose flour  
 1/2 teaspoon baking powder  
 Cooking spray



Preheat oven to 325. Melt margarine and chocolate in a large saucepan over medium heat. Stir in cocoa; cook 1 minute. Stir in sugar, and cook 1 minute (mixture will almost form a ball and be difficult to stir). Remove pan from heat; cool slightly. Gradually add warm chocolate mixture to egg whites and egg, stirring with a whisk until well-blended. Combine flour and baking powder; add flour mixture to chocolate mixture, stirring well.

Spoon batter into a 9" square baking pan coated with cooking spray. Bake at 325 for 30 minutes (do not overbake). Cool on a wire rack.

Makes 20 servings  
 132 cal, 4.3 g fat

*Cooking Light Nov/Dec 1997. Holiday Double Issue Vol 11, No 10, p. 137*

## THE LOW-DOWN ON LABELS

Confused by all those labels claiming the product is low-fat, lower in fat, and even lowest in fat? You're not alone! Food companies can no longer make these claims without meeting certain standards. Take a look!

**Fat Free** – No fat or only a very small amount of fat.

**Low-fat** – 3 grams or less of fat per serving.

**Low-Calorie** – 40 calories or less per serving.

**Reduced Fat or Less Fat** – 1/4 less fat or calories than the regular product.

**Light** – 1/3 less calories or no more than 1/2 the fat of the higher calorie, higher fat version.

## ASK EATIE!

When it comes to questions about teens and food, just ask Eatie!

Dear Eatie,

I keep hearing that we all need to eat less fat, but is that good advice for my teenager? He is growing like a weed right now. He's not a bit fat and he's hungry all the time. It seems to me he should be able to eat anything he wants — why worry, about fat?

Signed,

*Mom of a Lean Teen Eating Machine*

Dear Mom,

Great question! Growing teens do need a lot of calories during their growth spurts but the calories still should come from a variety of foods including fruits, vegetables, grain products, low-fat milk and dairy products and lean meats. Getting a lot of extra calories from fat isn't a good idea for a couple of reasons. Kids' food habits and taste preferences develop when they are young. Getting in the habit of eating high fat foods is a hard habit to break when you are an adult! Also, even if you are not overweight, eating a low fat diet is better for your heart and can help prevent some kinds of cancer.

So while teens do need some extras in their diet to get all the calories they need to grow, use fruits, vegetables, and low-fat foods to fill them up. Remember, moderation and balance is still the key!

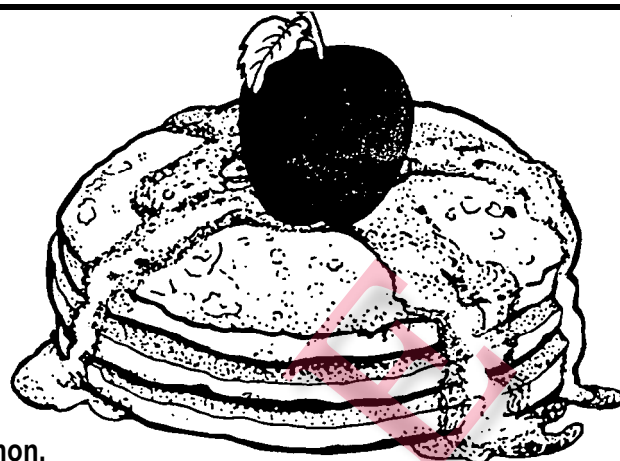
Signed,

*EATIE*



## Apple Cinnamon Pancakes

1 cup all-purpose flour  
 1/2 cup whole-wheat flour  
 2 tablespoons sugar  
 1 tablespoon baking powder  
 1 teaspoon cinnamon  
 3 egg whites, beaten  
 3/4 cup skim milk  
 2 tablespoons margarine, melted  
 1 cup unsweetened applesauce



Mix together flours, sugar, baking powder and cinnamon.

Combine the beaten egg whites, milk, margarine and applesauce and stir into the flour mixture just until moistened.

Pour batter from pitcher or large spoon onto hot griddle. When pancakes are puffed and full of bubbles, turn and brown other side.

Griddle: 350

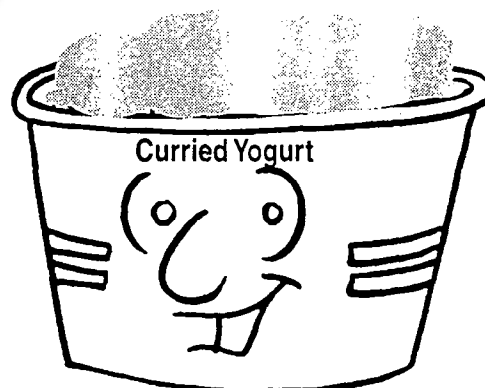
Makes 15, 3" pancakes

73 cal, 1.7 g fat/serving

*Cooking A' La Heart*

## Curried Yogurt Dip

3/4 cup plain yogurt  
 2 teaspoons curry powder  
 1 teaspoon lemon juice  
 1/2 teaspoon honey  
 1/4 teaspoon black pepper  
 few drops of hot pepper sauce.



Garnish: finely chopped almonds or walnuts, optional

In a bowl, combine ingredients, stirring well. Spoon into serving bowl. If possible, allow to sit for 30 minutes at room temperature before serving. Garnish with a sprinkling of finely chopped almonds or walnuts.

Serve with cut up raw vegetables or baked chips.

Makes 1 cup

*The 15-minute Vegetarian Gourmet*



## Teens 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.

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**1  
POINT**

We bought low-fat or fat-free frozen yogurt instead of ice cream.



## Teens Coupon

We bought low-fat or fat-free frozen yogurt instead of ice cream.

\_\_\_\_\_  
Student Signature

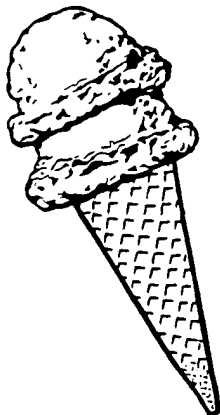
\_\_\_\_\_  
Parent/Guardian Signature

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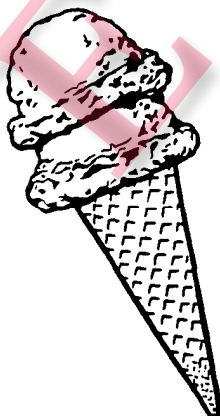
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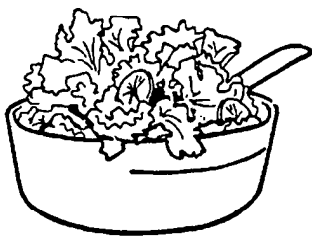
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Parent/Guardian Signature

**1  
POINT**

PLEASE!  
COMPLETE  
THE BACK OF  
THIS COUPON.

**1  
POINT**

We made a salad using 3  
different vegetables for  
dinner.



# Teens Coupon

We made a salad using 3 different  
vegetables for dinner.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

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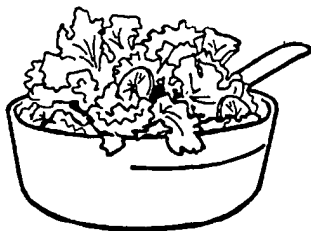
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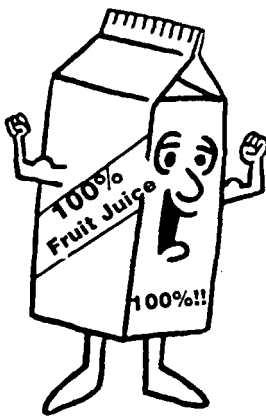
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**1  
POINT**

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**1  
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We bought 100% fruit juice instead of fruit drinks with less than 10% real fruit juice.



## Teens Coupon

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\_\_\_\_\_  
Student Signature

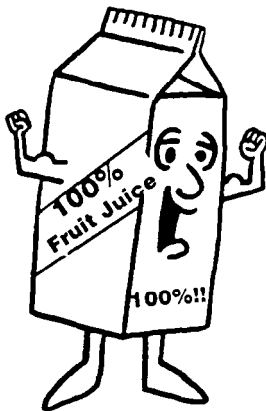
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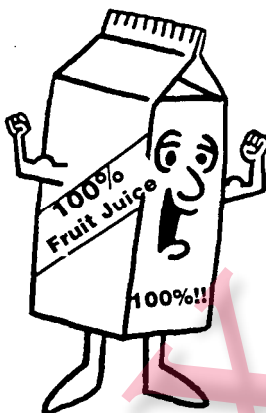
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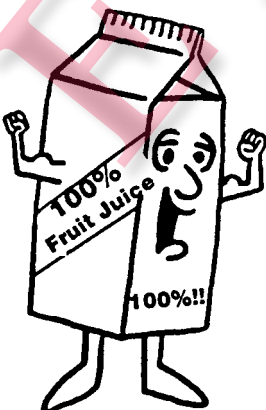
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Parent/Guardian Signature

**1  
POINT**

**PLEASE!  
COMPLETE  
THE BACK OF  
THIS COUPON.**

**1  
POINT**

My teen made a fruit salad using at least 3 different kinds of fruit for dinner.



## Teens Coupon

My teen and I made a fruit salad using at least 3 different kinds of fruit for dinner.

\_\_\_\_\_  
Student Signature

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Parent/Guardian Signature

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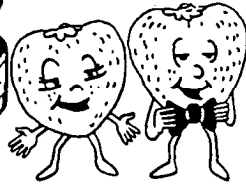
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My teen prepared  
dessert with frozen  
yogurt and fresh  
fruit.



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\_\_\_\_\_  
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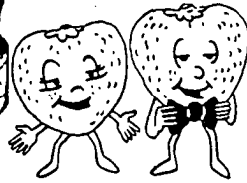
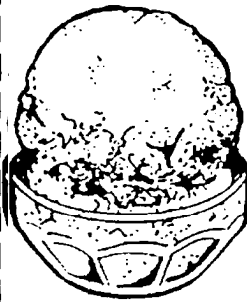
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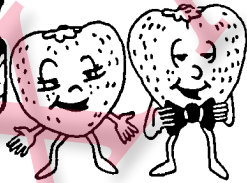
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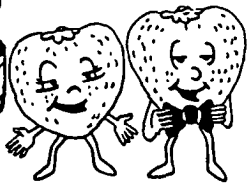
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I had breakfast with my teen and encouraged him/her to choose foods from at least 3 food groups.



**Make It 3!**



## Teens Coupon

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I went for a walk  
or exercised with  
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# Teens Coupon

I went for a walk or exercised  
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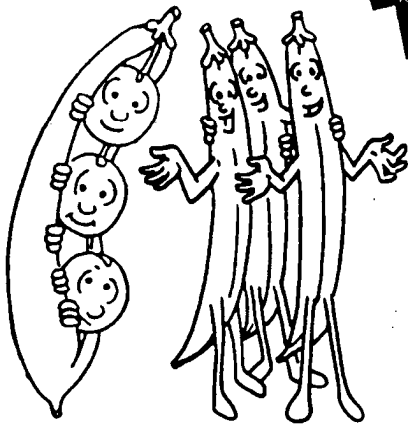
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I prepared 2 different frozen, fresh, or canned vegetables



## Teens Coupon

I prepared 2 different frozen fresh, or canned vegetables for dinner.

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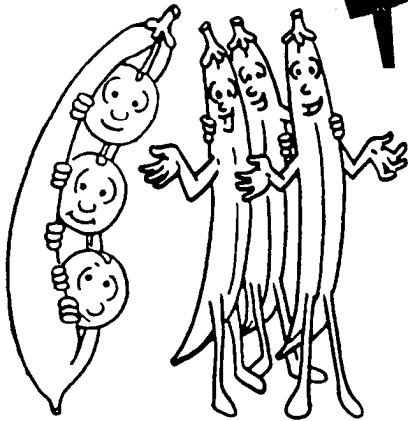
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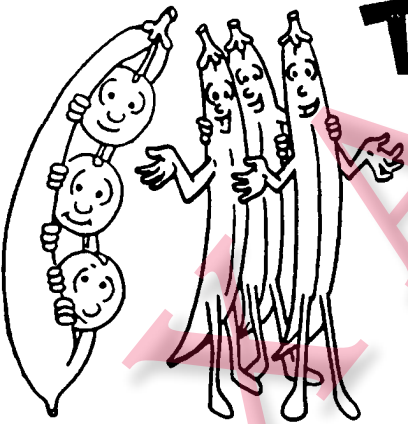
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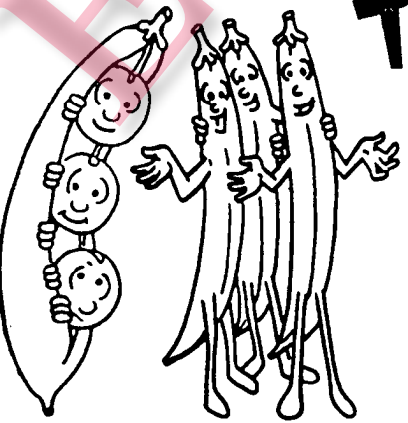
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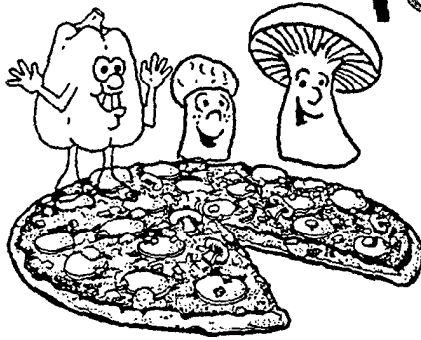
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My teen and I chose a  
cheese or vegetable  
pizza instead of one  
with meat.



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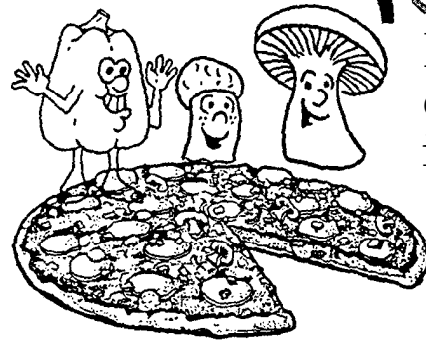
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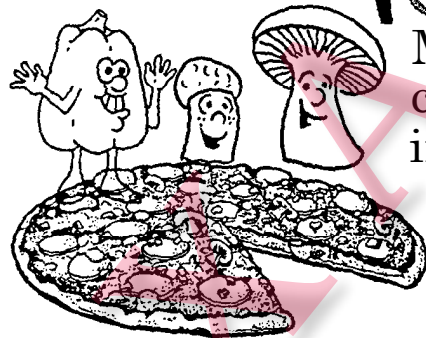
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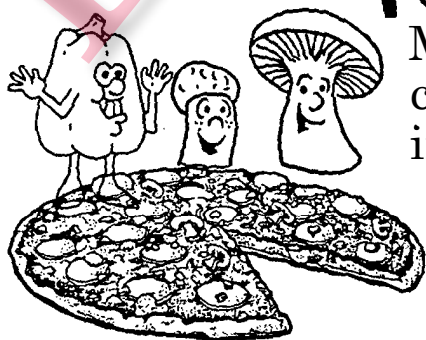
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# Teens Coupon

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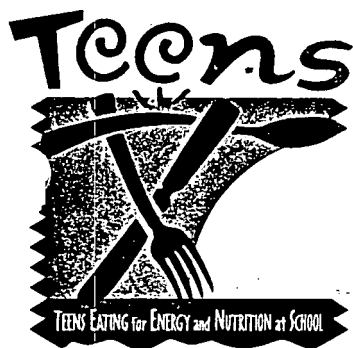
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Division of Epidemiology • School of Public Health • University of Minnesota

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 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.

Ask your child about the label-reading activities and the station activities they have been doing the TEENS classes.

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.

**Back Again Return Card** — Your child will bring home a Back Again Return Card which he/she will bring home and then bring back to school again. The card contains a short assignment for you and your child to do together. The card is also a reminder to read the Parent Pack. After you have read the materials and completed the assignment, sign the Return Card and give it to your child to bring back to school. Your child earns homework points for completing the assignments and returning the cards.

Your child will also be completing a series of homework assignments, some of which you should do together to help your whole family be part of the cancer prevention effort.

# Teens RETURN CARD #2

Research has shown that eating a diet high in fruits and vegetables can prevent some kinds of cancer. Many parents say that they try to get their children to eat more vegetables, but it seems like an impossible task. This week take a moment to ask your teen what vegetables they would eat (French fries don't count!) how they would like them prepared and decide on a meal when they would be served. Then follow through and serve the vegetable at that meal. Then try it again next week! Use the lines below to help you plan.

Vegetable my teen would like: \_\_\_\_\_

How prepared: \_\_\_\_\_

To be served at \_\_\_\_\_ on \_\_\_\_\_  
Meal Day

- ☐ Yes! I read the Parent Pack information and will send my coupons when we have completed some of the activities.
- ☐ Yes! We did the Parent Pack Assignment on this Return Card!

\_\_\_\_\_  
Print name of student

\_\_\_\_\_  
Parent/Guardian signature

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Print name of student

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# DID YOU KNOW?

- 98% of teens know that it is important to eat plenty of fruits, vegetables, and high fiber foods. However; in a national survey, 60% of teenagers reported eating NO vegetables and 40% ate NO fruits on the day before the survey.
- 70% of girls do not get enough calcium. Good sources of calcium are: fat-free skim milk, yogurt, low-fat cheese and frozen yogurt.

-International Food Information Council

## BEFORE YOU PUT IT ON THE TABLE, MAKE SURE THAT YOU READ THE LABEL!

Food labels contain a lot of information. Here is a tide to help you understand just what all those numbers mean.

Food label title

Number of grams (g) of fat in each serving of this food

Nutrients affecting your health with the amount in grams (g) or milligrams (mg) listed

Daily amounts of nutrients based on 2000 and 2500 calorie daily food intake

### Nutrition Facts

Serving Size 1/2 cup (114g)  
Servings Per Container 4

Serving size stated in commonly served portions

**Amount Per Serving**  
Calories 90      Calories from Fat 30  
% Daily Value\*

Daily Value is a guide to a day's intake of each nutrient

Total Fat	3g	5%
Saturated Fat	0g	0%
Cholesterol	0mg	0%
Sodium	300mg	13%
Total Carbohydrate	13g	4%
Dietary Fiber	3g	12%
Sugars	3g	
Protein	3g	

% Daily Value shows each nutrient in this food product as part of a 2000 calorie daily intake. For example, this product provides 5% of the Daily Value of fat per 1/2 cup serving

Vitamin A	25%	•	Vitamin C	60%
Calcium	4%	•	Iron	4%

\* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

		Calories	2,000	2,500
Total Fat	Less than	65g	80g	
Sat Fat	Less than	20g	25g	
Cholesterol	Less than	300mg	300mg	
Sodium	Less than	2400mg	2400mg	
Total Carbohydrate		300g	375g	
Fiber		25g	30g	

Calories per gram:

Fat 9 • Carbohydrates 4 • Protein 4

## Blueberry Muffins

- 1 1/3 cups fresh or thawed frozen blueberries
- 2 cups all-purpose flour
- 1/3 cup sugar
- 1 tablespoon baking powder
- 1/2 teaspoon salt (optional)
- 1 large egg
- 2 egg whites
- 2/3 cup skim milk
- 1/4 cup oil

Toss berries with 1 tablespoon flour and set aside. Sift dry ingredients into bowl. Beat eggs, oil and milk in separate bowl. Add liquid mixture to dry ingredients and mix well. (Do not over-mix, batter should be lumpy.) Fold in blueberries. Place batter in muffin tin sprayed with nonstick cooking spray or in paper muffin cups.

Bake at 400 for 15 to 18 minutes.

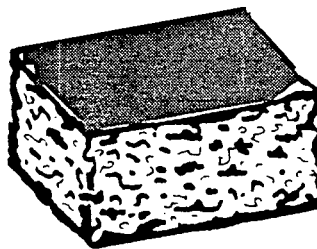
Makes 12 muffins  
110 cal, 1 g fat per muffin



*The Cook's Book*

## Chocolate Cake

- 1 cup all-purpose flour
- 3/4 cup sugar
- 2 teaspoons baking powder
- 3 tablespoons margarine, melted
- 3 tablespoons cocoa
- 1/2 cup milk
- 1/2 teaspoon vanilla
- 1/2 cup firmly packed brown sugar
- 1/2 cup sugar
- 1/4 cup cocoa
- 1 1/2 cups cold water or cold coffee



Preheat oven to 350 F. Spray a 9" x 9" baking pan with nonstick cooking spray. In a large bowl, sift together flour, 3/4 cup sugar and baking powder. In a small bowl, combine margarine and 3 tablespoons cocoa. Add to dry ingredients. Beat in milk and vanilla. Pour into the prepared pan. Sprinkle the brown sugar, 1/2 cup sugar, and 1/4 cup cocoa over the top of the batter one at a time (do not mix). Pour water or coffee over the top. Bake for 40 minutes. To serve, invert each piece onto dessert plate.

Makes 12 servings  
180 cal, 4 g fat per piece

*The Cook's Book*

# TEENS AND VEGGIES – A GREAT COMBINATION!

Now is the time to get your teen in the habit of eating vegetables on a regular basis. Sound impossible? Here are a few hints to help you.

- Don't ask your child IF they want a vegetable with dinner. Try putting out a raw or cooked vegetable with dinner every night. Remember to be a good "role model" and have some yourself.
- Let your teen help choose a new vegetable to try.
- Have fresh, crunchy vegetables (carrot sticks, pepper strips, broccoli, cauliflower, etc.) available for snack times and while watching TV.
- If your teen rejects a specific food ask them why. Together, try figuring out a better choice or a more likable way to prepare the vegetables.
- Try mixing a vegetable with another food your teen really likes, such as a little cheese sauce or even adding peanuts to a salad.

When it comes to questions about food, just **ASK EATIE!**



Dear Eatie,

All this talk about label reading is fine, but when it comes down to it, who has the time? If I stopped to read every label in the grocery store I'd be there for hours! And sometimes I can't even find the label!

*Mabel, Mabel, where's the Label?*

Dear Mabel,

Hold on, Mabel, you don't have to read every label every time. Each time you shop decide on a few items that you'll compare by reading the labels. Start by comparing brands of the same food, such as different kinds of microwave popcorn, or different kinds of cookies. After several tries, note the ones that are lowest in fat that your family likes, and then you'll know which ones to choose next time without stopping to read the label.

You're right, Mabel, some foods don't have labels, like fresh fruits and vegetables. Lucky for us almost all fresh vegetables and fruits are healthy choices. The only vegetables high in fat are avocados and olives, so go easy on those! Happy shopping!

Signed,  
*EATIE*



## Minnesota Chili

1 pound lean ground beef  
3 garlic cloves, minced  
2 cups chopped onion  
2 cups chopped celery with leaves  
2 28-ounce cans whole tomatoes  
3 tablespoons chili powder  
1/4 cup chopped parsley  
1/2 teaspoon pepper  
2 16-ounce cans dark red kidney beans

In a heavy saucepan or Dutch oven, brown meat.

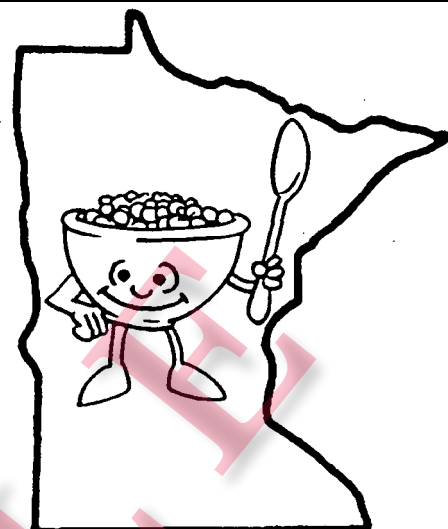
Add garlic, onion and celery and cook until onion is golden.

Break tomatoes into pieces and add along with juice to meat mixture. Add chili powder, parsley and pepper. Bring to a boil, reduce heat, cover and simmer for 2 hours.

Shortly before serving, add kidney beans with liquid and heat thoroughly.

Makes 12 cups  
173 cal, 4.1 g fat per serving

*Cooking a la Heart*



## Easy Vegetable Pizza

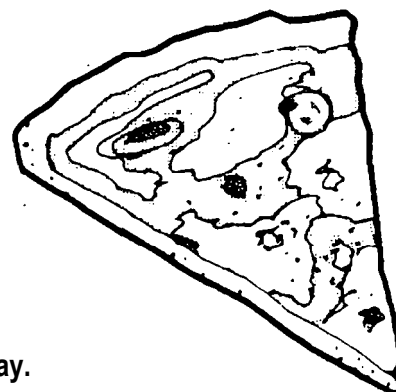
6 ounces thawed frozen pizza crust dough  
1/2 cup tomato sauce  
2 garlic cloves, minced  
1 1/2 cups sliced mushrooms  
1 medium onion, sliced into rings  
1/2 medium green bell pepper, seeded and thinly sliced  
9 large pitted black olives, halved  
7 ounces mozzarella cheese, shredded  
2 ounces grated Parmesan cheese  
Preheat oven to 400. Spray 12" pizza with nonstick cooking spray.

Using a rolling pin, roll pizza crust dough into a 12" circle; set in prepared pizza pan, shaping edge to form a rim.

In small bowl, combine tomato sauce and garlic; spread over dough to within 1/2" of edge. Arrange mushrooms, onion, green pepper and olives over sauce; sprinkle with mozzarella and parmesan cheese. Bake 15-20 minutes until cheese is melted and edge of crust is golden brown.

Makes 6 servings  
246 cal, 12 g fat per Serving

*Weight Watchers Magazine Special Edition  
Fast and Fresh Meatline Classics, 1995*



## 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.

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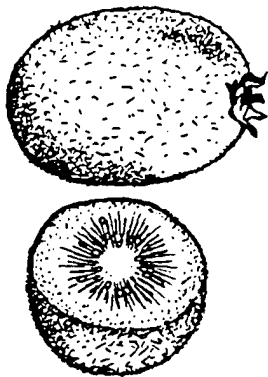
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We bought a new kind  
of fruit at the grocery  
store this week.



## Teens Coupon

We bought a new kind of fruit-at  
the grocery store this week.

\_\_\_\_\_  
Student Signature

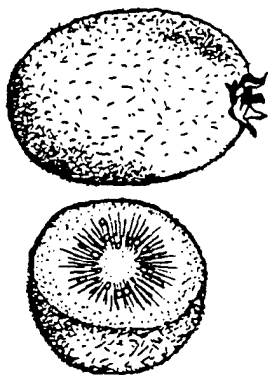
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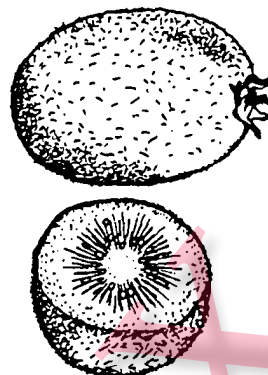
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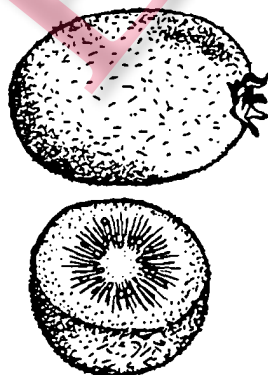
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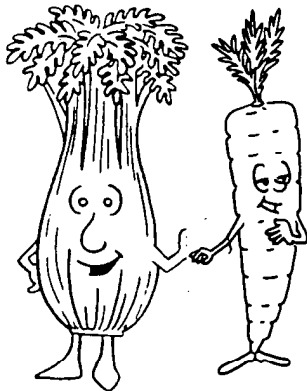
\_\_\_\_\_  
Parent/Guardian Signature

**1  
POINT**

**PLEASE!  
COMPLETE  
THE BACK OF  
THIS COUPON.**

**1  
POINT**

We packed carrots and celery to go with lunch or as a snack.



# Teens Coupon

We packed carrots and celery to go with lunch or as a snack.

\_\_\_\_\_  
Student Signature

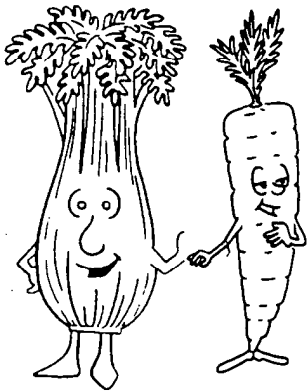
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We packed carrots and celery to go with lunch or as a snack.



# Teens Coupon

We packed carrots and celery to go with lunch or as a snack.

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Student Signature

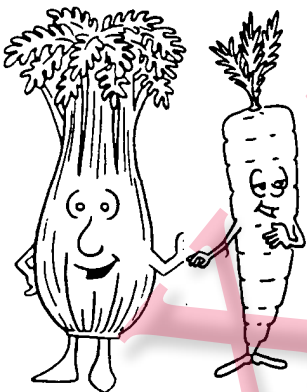
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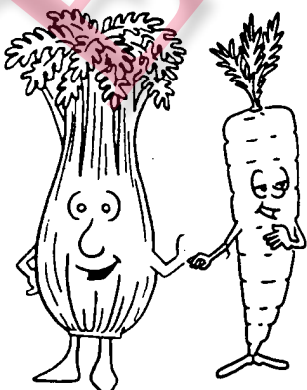
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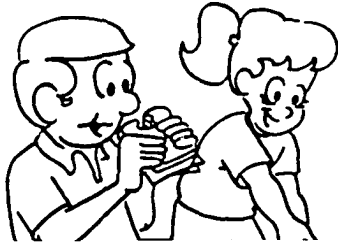
**1  
POINT**

**PLEASE!  
COMPLETE  
THE BACK OF  
THIS COUPON.**



**1  
POINT**

Eat breakfast with  
your teen one  
morning this week.



# Teens Coupon

I ate breakfast with my teen  
one morning this week.

\_\_\_\_\_  
Student Signature

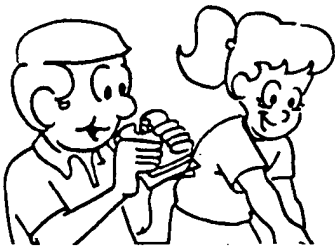
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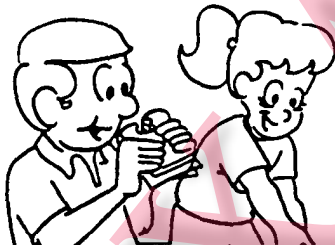
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**1  
POINT**

**PLEASE!  
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**1  
POINT**

We bought fat-free  
pretzels instead of  
chips for snacks.



## Teens Coupon

We bought fat-free pretzels  
instead of chips for snacks.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

**PLEASE!  
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Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

**1  
POINT**

**PLEASE!  
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THIS COUPON.**

1  
POINT

We prepared one of  
the recipes from the  
TEENS recipe book.

Teens  
Recipe?



# Teens Coupon

We prepared one of the recipes  
from the TEENS recipe book.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

1  
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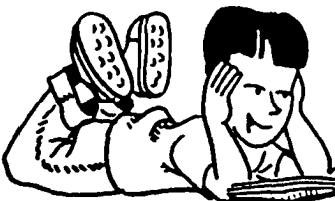
1  
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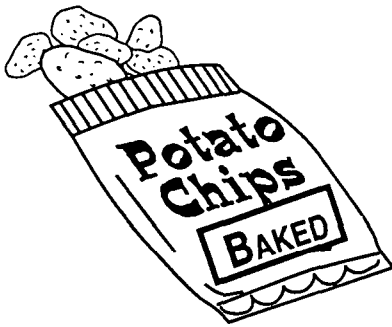
1  
POINT

PLEASE!  
COMPLETE  
THE BACK OF  
THIS COUPON.



**1  
POINT**

We bought baked  
chips instead of  
regular chips.



# Teens Coupon

We bought baked chips  
instead of regular chips.

\_\_\_\_\_  
Student Signature

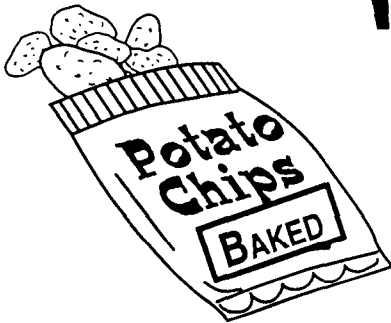
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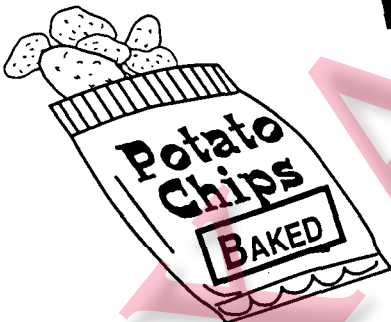
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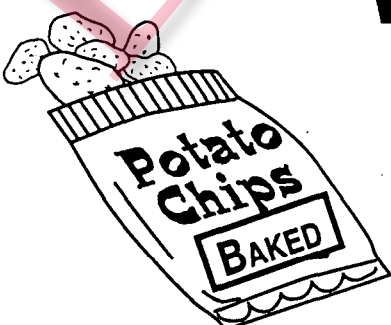
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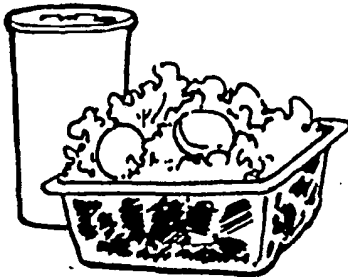
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Parent/Guardian Signature

**1  
POINT**

PLEASE!  
COMPLETE  
THE BACK OF  
THIS COUPON.

**1  
POINT**

We prepared a salad using lettuce and at least 2 different vegetables for dinner tonight.



## Teens Coupon

We prepared a salad using lettuce and at least 2 different vegetables for dinner tonight.

\_\_\_\_\_  
Student Signature

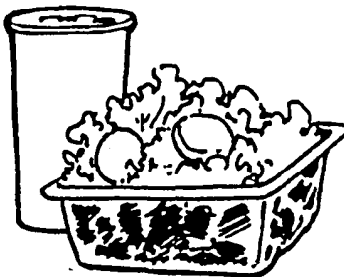
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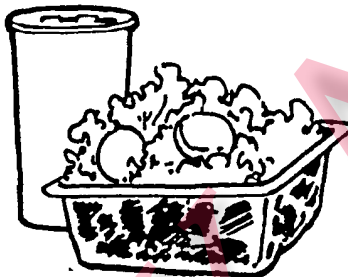
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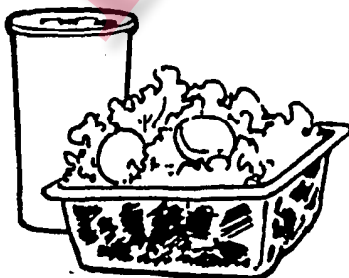
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**1  
POINT**

PLEASE!  
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THE BACK OF  
THIS COUPON.

**1  
POINT**

We bought low-fat cookies instead of high-fat cookies at the store this week.



## Teens Coupon

We bought low-fat cookies instead of high-fat cookies at the store this week.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

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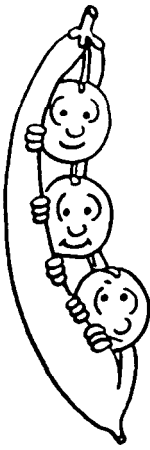
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**1  
POINT**

**PLEASE!  
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THIS COUPON.**

**1  
POINT**

We served an extra vegetable with dinner tonight.



# Teens Coupon

We served an extra vegetable with dinner tonight.

\_\_\_\_\_  
Student Signature

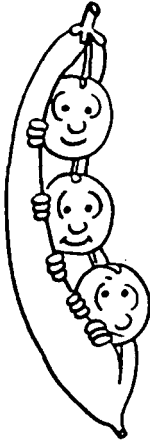
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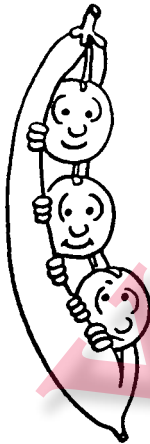
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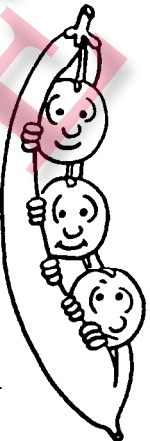
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**PLEASE!  
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Division of Epidemiology • School of Public Health • University of Minnesota  
1300 South Second Street, Suite 300 • Minneapolis, Minnesota 55454  
(612) 624-1818 • FAX (612) 624-0315

Dear Parents and Guardians,

This is the third 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.

Ask your child about the fruit and vegetable snacks they have prepared in their TEENS classes. They have also been working on eating a healthier breakfast.

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 tilling 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.

**Back Again Return Card** — Your child will bring home a Back Again Return Card which he/she will bring home and then bring back to school again. The card contains a short assignment for you and your child to do together. The card is also a reminder to read the Parent Pack. After you have read the materials and completed the assignment, sign the Return Card and give it to your child to bring back to school. Your child earns homework points for completing the assignments and returning the cards.

Your child will also be completing a series of homework assignments, some of which you should do together to help your whole family be part of the cancer prevention effort.

# Teens RETURN CARD #3

Teens often say that it's easy to add more fruit to their meals or snacks because they like the taste of it. This week take the time to find out what fruits are your child's favorite fruits and when they like to eat them. Fill in their answers on the lines below. Try to have those favorite fruits available for your teen this week.

My child's favorite fruits are: \_\_\_\_\_

The time my teen is most likely to eat these fruits is: \_\_\_\_\_

☐ Yes! I read the Parent Pack information and will send my coupons when we have completed some of the activities.

☐ Yes! We did the Parent Pack Assignment on this Return Card!

\_\_\_\_\_  
Print name of student

\_\_\_\_\_  
Parent/Guardian signature

# Teen RETURN CARD #3

Teens often say that it's easy to add more fruit to their meals or snacks because they like the taste of it. This week take the time to find out what fruits are your child's favorite fruits and when they like to eat them. Fill in their answers on the lines below. Try to have those favorite fruits available for your teen this week.

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The time my teen is most likely to eat these fruits is: \_\_\_\_\_

**Yes! I read the Parent Pack information and will send my coupons when we have completed some of the activities.**

**Yes! We did the Parent Pack Assignment on this Return Card!**

\_\_\_\_\_  
Print name of student

\_\_\_\_\_  
Parent/Guardian signature

## DID YOU KNOW?

People who eat five or more servings of fruits and vegetables a day have half the risk of developing cancer than people who eat one or fewer servings daily.

## BRING OUT THE BREAKFAST!

Does your teen often skip breakfast or find it boring? Here are some ideas for quick breakfasts and some new exciting ones!

- Peanut butter with raisins or bananas on whole wheat bread.
- Fruit shake made with low -fat yogurt and fresh fruit.
- English muffin mini pizzas with low-fat mozzarella cheese and tomato sauce.
- Terrific toast toppers such as applesauce and cinnamon or cottage cheese and raisins.
- Breakfast bars and pop tarts that are low in fat and fortified with vitamins.
- Yogurt — you can find every flavor from plain old vanilla to raspberry and peach melba!

## TOO MUCH TOO FAST!

Are you eating more food than you really want to? Here are a few tips to help you take control of your eating!

- Slow down! It takes 20 minutes for your brain to let you know that you've had enough to eat.
- Love those huge restaurant portions? Sure, but you don't have to eat all of it in one sitting! Eat half at the restaurant and take the rest home for the next day
- Have one helping and give yourself a chance to enjoy every bite. Slow down before going for that second helping. Drink a glass of water and then see if you are still hungry for more.
- Have a single-scoop ice cream cone instead of a double, and choose frozen yogurt instead of ice cream.
- Serve snacks on a plate to help you control how much you're eating. It's easy to lose track of how much you are eating if you eat right out of the bag.



## Soft Pretzels

1 loaf frozen bread dough  
Poppy or sesame seeds

Cover dough and thaw overnight in refrigerator or for several hours at room temperature until soft enough to shape.

On a floured surface, cut dough the long way into 8 strips. Cover and let rise 10 minutes.

Roll each strip on floured surface until 1/2" thick and 18-20" long. Cut each strip in half and twist into pretzel shape, Place on a non-stick sprayed baking sheet. Brush with lukewarm water, Sprinkle with poppy or sesame seeds.

Let rise, uncovered, for 15 to 20 minutes. Place a shallow pan of hot water on bottom shelf of pre-heated oven. Bake pretzels on middle shelf.

Oven: 425° Time: 10 to 15 minutes

Makes 16 pretzels  
117 cal, 2 g fat per serving



*Cooking a La Heart*

## Strawberry Pineapple Frozen Yogurt

1 tablespoon unflavored gelatin (1 envelope)  
1/4 cup cold water  
1/2 cup sugar  
2 cups plain low-fat yogurt  
1 cup mashed fresh strawberries  
1 cup canned crushed pineapple, drained

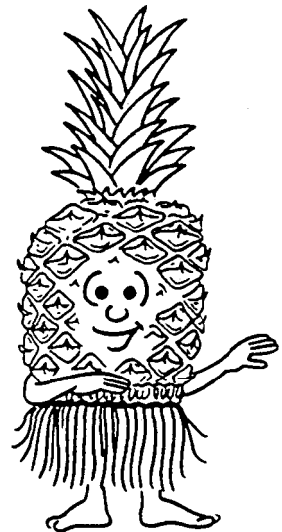
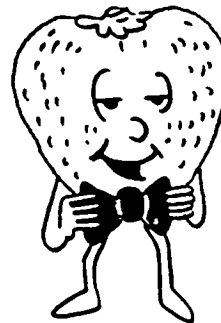
In a small saucepan, sprinkle gelatin over water. Let stand 5 minutes. Heat gelatin over low heat until dissolved. Add sugar and stir until dissolved. Let cool.

Stir in yogurt. Refrigerate in shallow dish until thickened (about 45 minutes).

Add strawberries and pineapple and whip until light and fluffy (about 2 minutes with electric mixer). Pour into freezer tray (without dividers) or cupcake papers and freeze until firm (about 2 hours).

Let stand at room temperature about 10 minutes before serving.

Makes 8 servings  
109 cal, 0.2 g fat per serving

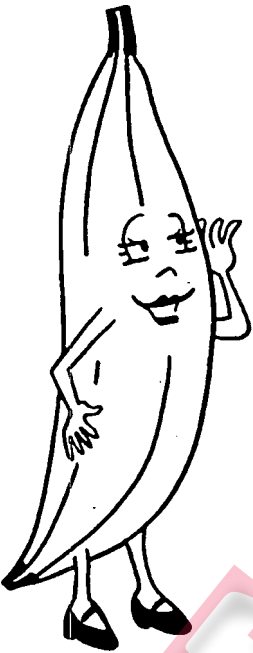


*Cooking a la Heart*

# YOU DON'T NEED SNEAKERS TO SNEAK IN SOME EXERCISE!

A big part of being healthy is eating well AND exercising too. Many people complain that they don't have the time or energy to start an exercise routine. Even if you don't have the time, you can still sneak exercise into your daily routine. Here are some ideas to help you:

- Take the stairs instead of the elevator.
- If you take the bus, get off one or two stops early and walk the rest of the way.
- Use the rest room on the floor above or below you and take the stairs.
- Sometime during the day (right before work, right after work or dinner or during a lunch break), go for a five minute walk.
- Get rid of the remote for your TV. Get up and change the channels instead of sitting to change them.
- Take a walk with a family member. Combine physical activity with family or social time.



When it comes to questions about food, just ASK EATIE!

Dear Eatie,

I'm in 7th grade, and even though nobody else thinks I'm fat — I look in the mirror and see myself as a teenage beluga whale. Can you please tell me a good diet that would help me lose weight fast?

*I.C. Fat*

Dear I.C.,

Hold on! Before you start dieting, check with your doctor to see if you really do have a weight problem. It's not unusual for kids your age, (especially girls) to think they're overweight when they're really in the normal range for their age. Your body is going through lots of changes now and weight is shifting to places on your body where it's never been before — that's all part of being an adolescent. As for dieting, try just eating sensibly, and cut down on the fats and sweets. If you skip meals or don't eat enough food, you might miss out on some important nutrients your body needs to grow. Your body is going through huge changes right now, so be patient!

Signed,  
**EATIE**

P.S. Try getting some exercise — you'll feel better and look better too!

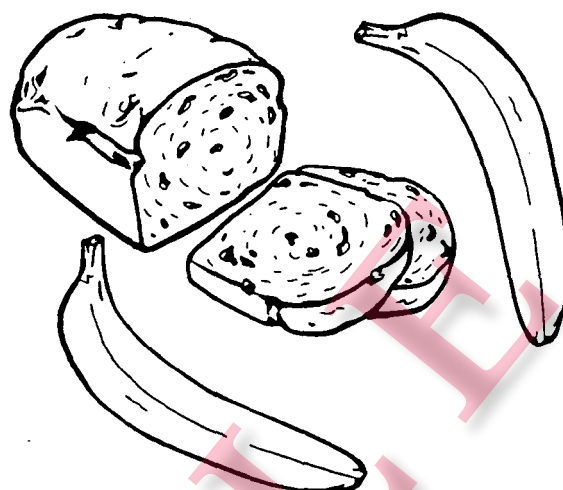
## Banana Nut Bread

2 cups all-purpose flour  
 1/2 cup sugar  
 2 teaspoons baking powder  
 1 teaspoon baking soda  
 3 medium-sized bananas, mashed (about 1 cup)  
 1/2 teaspoon salt (optional)  
 1/4 cup buttermilk  
 1/4 cup oil  
 4 egg whites, beaten stiff  
 1/2 cup chopped walnuts

Preheat oven to 350° F. Sift together flour, sugar, baking powder, baking soda and salt. Combine bananas, buttermilk and oil. Add to dry ingredients and beat until well blended. Fold in the egg whites and walnuts. Pour mixture into 8" x 4" loaf pan sprayed with nonstick cooking spray.

Oven: 350° Time: about 1 hour

Makes 1 loaf or 16 slices  
 120 cal, 3 g fat per slice

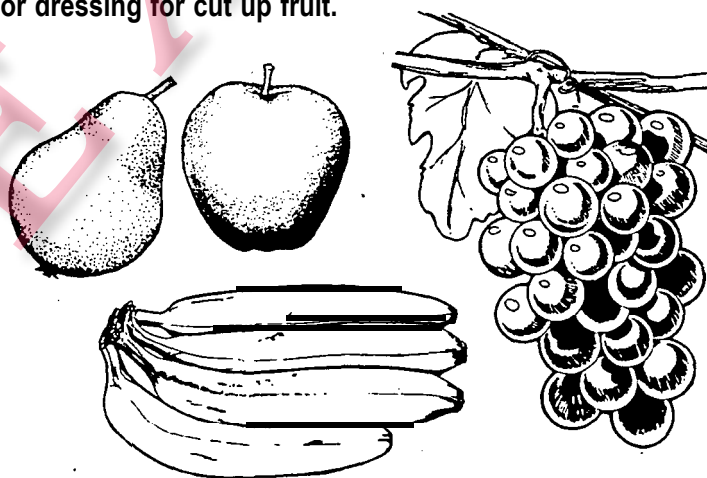


*The Cook's Book*

## Spicy Yogurt for Fruit

1 cup low-fat vanilla yogurt  
 1/4 teaspoon ground cinnamon  
 1/8 teaspoon ground cardamom or nutmeg  
 In small bowl, combine yogurt, cinnamon and cardamom or nutmeg. Chill.

Serve as a dip or dressing for cut up fruit.



Makes 1 cup  
 12 cal, 2 g fat per serving

*Cooking a La Heart*

## 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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**1  
POINT**

We served salsa  
instead of a creamy  
dip with  
baked chips.



## Teens Coupon

We served salsa instead of a  
creamy dip with baked chips.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

**1  
POINT**

**PLEASE!  
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**1  
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We chose a new low-fat or fat-free dressing and used it on a dinner salad.



## Teens Coupon

We chose a new low-fat or fat-free dressing and used it on a dinner salad.

\_\_\_\_\_  
Student Signature

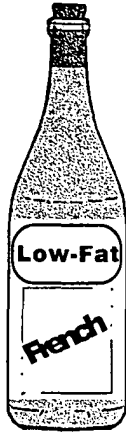
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**PLEASE!  
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**1  
POINT**

We bought a new kind of vegetable at the grocery store this week.



## Teens Coupon

We bought a new kind of vegetable at the grocery store this week.

\_\_\_\_\_  
Student Signature

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Parent/Guardian Signature

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Parent/Guardian Signature

**1  
POINT**

**PLEASE!  
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THIS COUPON.**

**1  
POINT**

We bought skim  
milk at the store.



## Teens Coupon

We bought skim milk at the  
store.

\_\_\_\_\_  
Student Signature

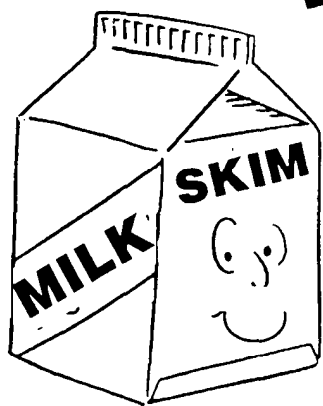
\_\_\_\_\_  
Parent/Guardian Signature

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Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

**1  
POINT**

**PLEASE!  
COMPLETE  
THE BACK OF  
THIS COUPON.**



**1  
POINT**

We served fruit with dinner tonight.



# Teens Coupon

We served fruit with dinner tonight.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

**1  
POINT**

**PLEASE!  
COMPLETE  
THE BACK OF  
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# Teens Coupon

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Student Signature

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Parent/Guardian Signature

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# Teens Coupon

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Student Signature

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We served fruit with dinner tonight.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

**1  
POINT**

**PLEASE!  
COMPLETE  
THE BACK OF  
THIS COUPON.**

**1  
POINT**

We served a salad  
with pizza.



# Teens Coupon

We served a salad with pizza.

\_\_\_\_\_  
Student Signature

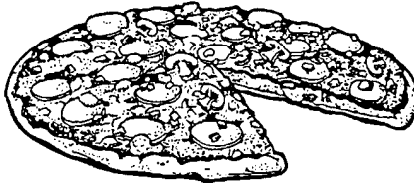
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Parent/Guardian Signature

**1  
POINT**

**PLEASE!  
COMPLETE  
THE BACK OF  
THIS COUPON.**

**1  
POINT**

We served a salad  
with pizza.



# Teens Coupon

We served a salad with pizza.

\_\_\_\_\_  
Student Signature

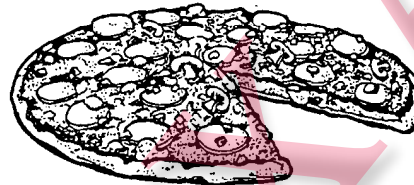
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POINT**

**PLEASE!  
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**1  
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We served a salad  
with pizza.



# Teens Coupon

We served a salad with pizza.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

**1  
POINT**

**PLEASE!  
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**1  
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We served a salad  
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# Teens Coupon

We served a salad with pizza.

\_\_\_\_\_  
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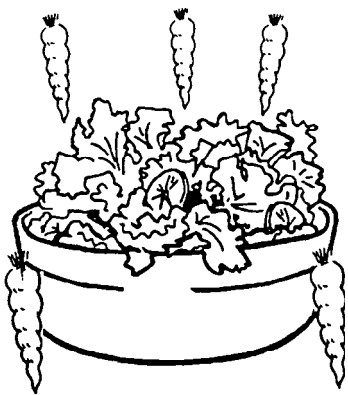
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Parent/Guardian Signature

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POINT**

**PLEASE!  
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THIS COUPON.**

**1  
POINT**

My teen and I prepared a lettuce salad using baby carrots and another vegetable for dinner.



## Teens Coupon

My teen and I prepared a lettuce salad using baby carrots and another vegetable for dinner.

\_\_\_\_\_  
Student Signature

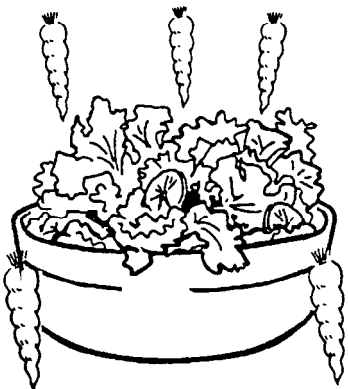
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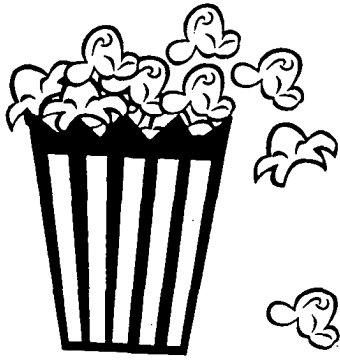
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POINT**

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**1  
POINT**

We made low-fat  
microwave popcorn for  
a snack.



## Teens Coupon

We made low-fat microwave popcorn for a snack.

\_\_\_\_\_  
Student Signature

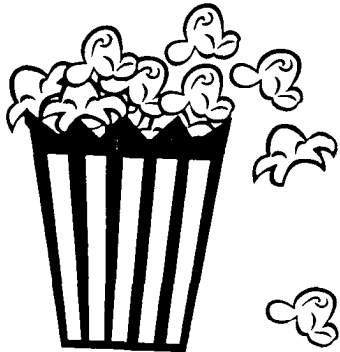
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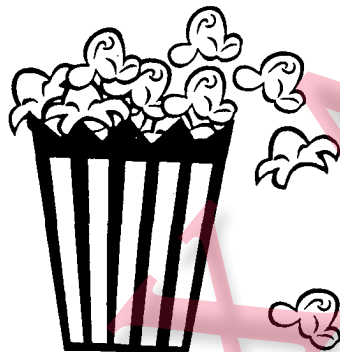
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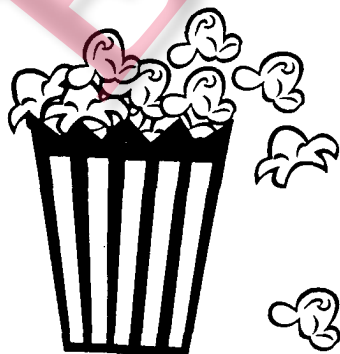
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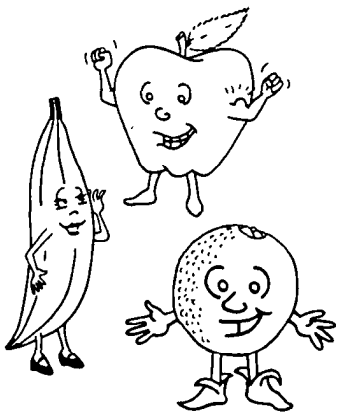
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THIS COUPON.**

**1  
Point**

We packed fruit to go  
with lunch or as a  
snack.



# Teens Coupon

We packed fruit to go with  
lunch or as a snack.

\_\_\_\_\_  
Student Signature

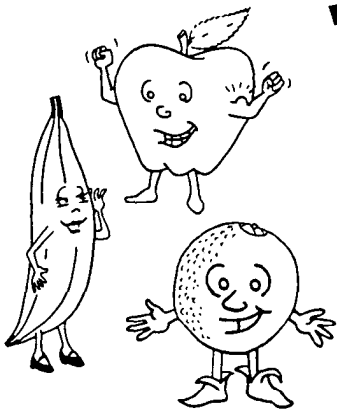
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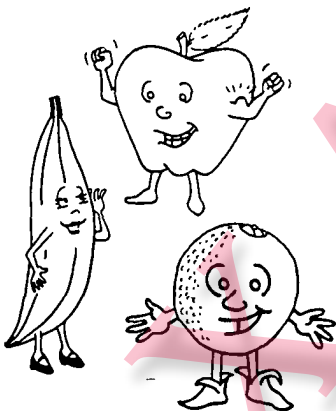
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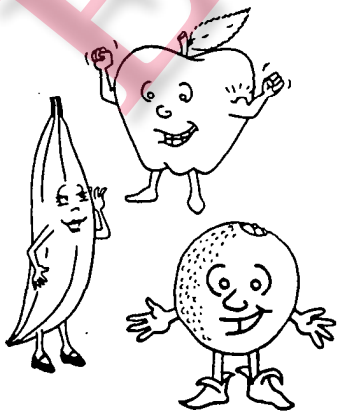
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**1  
POINT**

I went for a walk or  
exercised with my teen.



# Teens Coupon

I went for a walk or  
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\_\_\_\_\_  
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\_\_\_\_\_  
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