

yourSELF



Introducing the *yourSELF* Nutrition Education Kit

Welcome to *yourSELF*...

This program was developed as part of the Team Nutrition initiative to help students in grades six through nine understand how their decisions about eating patterns and physical activity today can affect the way they grow and their health for years to come.

The United States Department of Agriculture (USDA) launched Team Nutrition in 1995 to support schools in serving healthier school meals and helping students develop healthy eating behaviors. Team Nutrition provides training and technical assistance for teachers and school food service professionals, as well as entertaining, motivational nutrition education for children and their families. Team Nutrition involves schools, families, and communities in innovative and exciting ways to improve the health of America's children.

The *yourSELF* kit will help you introduce new information to your students, reinforce what they already know, and help you work with your students to develop the "how-to" skills they need to make appropriate eating and physical activity choices now and in the future. Brainstorm with your Cafeteria Manager on ways to link the cafeteria and the classroom so students can use their new knowledge in the cafeteria.

yourSELF Learning Goals

Students will learn

- The food they eat affects their growth.
- They are responsible for what they eat.
- They are responsible for their level of physical activity.
- They can set goals and make decisions to improve their health.

THE KIT INCLUDES

- A **Teacher's Guide** which covers:
 - How to use the *yourSELF* Kit
 - Discussion guide for the video: *The Making of a TV Spot* (7 minutes)
 - Learning objectives and activities for *yourSELF* magazine and student guide
 - Discussion guide for the video: *Choosing yourSELF* (7 minutes)
 - Optional enrichment activities
- ***yourSELF* Magazine** (30)
- ***yourSELF* Student Activity Guide** (30)
- **Videocassette** containing three segments
- **Duplications Masters** for:
 - Student Activity Guide, BMI Chart
 - Enrichment Handouts, song lyrics
 - "Link the Classroom and the Cafeteria"
- **Poster** *The Power of Choice*

The Food and Nutrition Service web site contains a copy of the yourSELF Teacher's Guide, Student Magazine and Student Activity Guide, as well as additional special pages with games and activities for your students. Check out:

<http://www.usda.gov/fcs/team.htm>

How to Use the *yourSELF* Kit

Because each educational setting is unique, this kit is designed to be flexible. Although instruction suggestions are included, incorporate these nutrition education tools into your curriculum to reflect your educational needs.

1

Step One

Show Opening Video: “You Are What You Choose: The Making of a TV Spot.”

For maximum impact, begin by showing the video, *You Are What You Choose: The Making of a TV Spot*. Its goal is to capture your class’ attention and motivate your students to learn more about nutrition and physical activity. This video runs approximately 7 minutes. A discussion guide is included to assist you.

2

Step Two

Introduce the *yourSELF* Magazine and Student Activity Guide.

Have students explore the role of nutrition and physical activity in growth, energy, and health using the *yourSELF* Magazine and Student Activity Guide. The Teacher’s Guide will help you reinforce the concepts and give you ideas for optional “hands-on” activities your students can do on their own. The Student Activity Guide contains worksheets for students to use to personalize the concepts in the magazine. The activities related to the magazine are designed to take approximately 5 hours of classroom time as a whole.

3

Step Three

Show Closing Video: “Choosing *yourSELF*.”

Show the “Choosing *yourSELF*” video to reinforce the messages explored in the magazine and the Student Activity Guide. This video contains scenarios of adolescents setting goals about making appropriate eating and physical activity choices. It helps answer the question, “Now that I know all this information, what do I *do* with it?” The video runs approximately 7 minutes. A discussion guide is included.

4

Step Four

Conduct optional enrichment activities.

Finally, this kit includes several “enrichment” activities to help students use their new knowledge every day. You may choose to introduce them to your students as optional or “extra credit” activities they can do in groups or individually.

1

Guide to Opening Video You Are What You Choose: The Making of a TV Spot

Run time: approximately 7 minutes

Learning Goals

- To prepare students for the *yourSELF* magazine.
- To excite and motivate students about the importance of making eating and physical activity choices that promote health.

Suggested discussion questions to ask before showing the video

- Why are the choices we make today important to our good health?
- What are the benefits of healthful eating patterns and plenty of physical activity?
- What happens without them?
- How can you tell if you are eating enough of certain foods or too much of others?
- Which foods should you eat more of? Which ones should you eat less of?
- How do you know how much is enough? Too much?
- How might you encourage your friends to change their eating patterns?
- What would you say to someone to encourage him or her to be more physically active?

Video summary/teaching points

The purpose of this video is to energize your students and prepare them to learn about nutrition and physical activity. In order to maximize the impact of the learning experience around these issues, your students must begin to care about them. This video does not “teach” the nutrition and physical activity messages directly. It is an introduction to the *yourSELF* classroom materials that present new information.

This fast-paced, entertaining video begins with the audition for a television spot called “You Are What You Choose.” The cast creates a television spot designed to motivate kids to keep moving and make appropriate eating choices. Peppered with real “kid on the street” interviews, the cast develops messages and reminds its audience “you are what you choose and you choose what you are!” Using “kid-speak” language, the cast decides how to explain to its audience, in a 60-second advertisement, which foods they need to eat plenty of, more of, enough of, and less of. The cast talks about how to tell if you are getting enough physical activity to reap its benefits. They also wrestle with how to make the information easy to understand and relevant to adolescents as they spoof traditional advertisements and corny commercials. Using humor, music, some startling statistics, and lots of style, the video ends with the final product – the finished television spot!

Viewers become involved and interested as the teens in the video face the challenge of educating their peers about nutrition. This video and its messages are particularly compelling because the teens must find the answers for themselves. The answers come from teens, not adults.

Suggested discussion questions to ask after showing the video

- Can the choices you make affect your growth, development, and health?
- How much control do you have over the physical activity and food choices you make?
- Where do you get the information you need to make these choices?
- What was the message of the television spot?
- How did the cast of the television commercial determine its key messages?
- Do you think the advertisement would work to get kids to eat better and stay active?
- What would you have done differently if you were part of the cast?

2

yourSELF Magazine and Student Activity Guide

Early adolescent years (ages 11 to 14) mark a period of rapid change — in growth and life in general. Yet, young people experience these changes in ways that are unique and often dissimilar. Their chronological age may or may not match their social and physical development. These changes and differences among peers make growth a primary and common concern.

For most young adolescents, growth is a key motivator for making food choices. With their growing independence, teens make many of their own food choices and decisions about physical activity. While many know the benefits of healthful food choices and physical activity, they often need “how-to” skills and motivation to consistently make appropriate eating and physical activity choices. Learning to set goals and implement goal-setting plans offers a positive way for teens to take responsibility for their own food choices, physical activity and health.

Personal values determine many health choices. For this reason, messages in this Teaching Guide and the student materials promote self-assessment and self-responsibility. With the help of these materials, encourage your students to talk to family members about their food choices, physical-activity and growth patterns.

Tips for Using the Materials

- Encourage students to read and explore the magazine’s messages, using the activities in this guide to reinforce the concepts. The “Try This” feature throughout the magazine offers hands-on activities they can do on their own. Keep the magazines as a classroom resource for future use.
- Give each student a Student Activity Guide. Make copies as needed.
- Encourage students to share the Student Activity Guide with their parents. With the worksheets, they can talk together about the changes and challenges of their growing years.
- Allow about five hours of class time to use these learning materials. Students will need about one week to complete their food and physical activity diaries as homework assignments.

TEAM NUTRITION GOALS

Team Nutrition helps students:

Make food choices for a healthful eating plan by:

- eating a variety of foods
- increasing fruits, vegetables and grain consumption, as needed
- constructing a diet lower in fat
- using the Food Guide Pyramid and the Nutrition Facts label as the basis for making food choices.

Increase or maintain their activity level as needed.

Learning Objectives

- Identify their pattern of growth, weight, and height against objective standards.
- Identify their own eating and physical activity patterns.
- Make changes in their eating and physical activity patterns to promote their growth and overall health.

Are You Normal?

LEARNING OBJECTIVES

Students will be able to:

- Compare height and weight to objective standards.
- Plot their growth over time.
- Realize that similarities and differences in body size and growth are normal.

Article Summary/Teaching Points

Changes that accompany the teen growth spurt typically have a significant impact on teens' self image, especially among girls who may feel ill at ease and dissatisfied with their changing bodies. Misperceptions are common.

This article introduces objective reference charts to help adolescents get a clear image of themselves. Throughout this article, students are encouraged to talk to their parents about their growth. Usually height, weight, and body size are similar among family members. If students have additional questions or concerns, tell them to talk with their parents, the school nurse, or other health professional. Most importantly, encourage students to *accept and like themselves* and others for who they are.

Activities

As students track their growth and Body Mass Index (BMI), they'll need to be weighed and measured. Teens are typically sensitive about changes in their growing bodies. Help ensure students' privacy and modesty. Encourage them to take their measurements at home, or in private in the school nurse's office. Remind them that their height and weight measurements just help to estimate how they're growing.

Tracking Growth

- After students look at Janine's and Derek's growth charts, talk about their observations.

DISCUSS: What conclusions might they draw from the pictures of Derek and Janine with their parents?

POINT OUT: Girls often grow before boys; teens' growth patterns may be similar to that of their relatives; although their height is at different percentiles, both Janine and Derek fit within the normal height ranges for their age. Teens often grow taller before developing an adult shape.

- Using the growth charts in the Student Activity Guide, have students measure and plot their own height as an assignment.
- Encourage students to record their height (on the charts) two to three times a year to watch their progress.

Figuring Body Mass Index (BMI)

BMI is a new clinical screening tool that uses weight in relation to height to help determine which children may be at risk for being overweight or underweight. About one out of four adolescents may be in the combined categories of "may be overweight" and "may be at risk for overweight." Since adolescents' bodies are changing, they need to know there is uncertainty about being at risk for overweight. Neither BMI nor weight clearly identifies the amount of body fat in an individual. Remember, bigger, more muscular kids aren't necessarily overweight; and tall, slim kids aren't necessarily underweight. Adolescents who may be overweight or underweight need to discuss their growth patterns with a family member, school nurse, or physician.

- Explain that BMI shows their weight in relation to height. It's different from the growth chart that simply plots their height. Point out that learning about BMI helps them to see the wide range of appropriate body sizes, look at their own growth pattern in a realistic way, and feel reassured that their weight for height may be normal for them.
- In class, review how Derek figured his BMI. You might do the math together on the board. (Use a calculator.) Derek weighs 112 pounds, and he's 62 inches tall. Talk about how Derek's and Janine's BMI changed over time.
- Using the worksheet in the Student Activity Booklet, have students privately figure and chart their own BMI as homework—not as a classroom activity.
- To help students verify their BMI calculations, post ***What's Your BMI?*** (p. 6 of this guide) in your classroom. The table only requires students know their height in inches and their weight in pounds. The table is not a substitute for figuring the BMI.

Feed Me!

LEARNING OBJECTIVES

Students will be able to:

- Use the Food Guide Pyramid to analyze their food choices over several days.
- Choose mostly foods lower in fat.

Article Summary/Teaching Points

The article reinforces the role of healthful food choices during growing years. For growth, energy, and overall health, teens need adequate calories and nutrients—including an increased need for calcium, iron, and other nutrients—for growth. Following guidelines from the Food Guide Pyramid helps ensure they get the nourishment they need.

You're in the Know (Introduction) indicates that teens know the basics of healthful eating. Despite familiarity with the Pyramid, many teens don't consume enough of some foods, including fruits and vegetables. Many girls are short on calcium-rich foods, and most teens need to eat foods lower in fat and sugars.

No matter what a teen's BMI, the eating guidance is generally the same. All adolescents should eat at least the minimum number of servings from each food group each day. Additional amounts of food to satisfy hunger also should be selected from the major food groups. Lower-fat foods, and those with little sugar, are the best choices for almost everyone. Since the energy needs of adolescents vary tremendously, eating foods with some fat and sugar may be beneficial for very active adolescents and those who may be underweight.

Enjoying food contributes to an overall healthful eating style. Focus on "good news" food messages, for example, "Try different foods for their great tastes," and "Eat all kinds of food, just go easy on the amounts."

While some foods provide more nutrients for their calories (or energy) any food can contribute to the day's total intake. Assure teens that there's no one food or meal pattern that's better than any other. It's what they eat overall that counts. Encourage their respect for individual food preferences, nutrient and energy needs, and styles of eating. Positive messages reinforce positive attitudes and healthful eating habits.

Getting to Know the Pyramid

- Discuss the basics of healthful eating presented in **Feed Me**.

ASK: What's important to you? How do your current food choices fit into the Pyramid? How can you eat in a healthful way? Why is healthful eating so important, especially now, while you're growing?

DISCUSS: How much do you need from each food group? Why? Why are you advised to "eat less" of some foods? Why "eat enough," "eat more" or "eat plenty" of others?

POINT OUT: The Pyramid is a guideline to help people eat enough of a variety of foods. Growing teens typically have bigger appetites.

- Review the continuum of foods in each food group on the chart in **Feed Me**— from least to most fat per serving.

ASK: Why are you smart to choose foods lower in fat more often?

POINT OUT: Everyone needs fat in moderate amounts. But eating too much in your overall eating plan over time contributes to health problems—such as heart disease and some cancers—later in life. For the amount of fat or other nutrients in one serving of most foods, refer them to the Nutrition Facts panel on food labels. **Nutrition Facts** in the magazine shows examples.

Measuring and Estimating Serving Sizes

Most teens are unfamiliar with the visual volume of Pyramid servings. Involve students in showing serving sizes for liquid and dry foods. Use measuring cups, glasses, plates, and other equipment.

Serving size visual cues:

deck of cards	=	3 ounces of meat
ping pong ball	=	1 ounce of hard cheese
baseball	=	1 medium fruit or 1 cup of lettuce or cereal
12 ounce glass	=	2 servings of juice or 1-1/2 serving of milk

Where Do Hard-to-Classify Foods Fit?

There's no need to classify every food. The fact that potato chips are vegetables and cookies are made from grains is unimportant. They are both higher-fat foods. Encourage teens to choose less often higher-fat foods and foods with sugars (from every food group). No foods need to be eliminated from a healthful way of eating. *How much of and how often* any food is consumed make the difference.

Taking Apart a Combo Food

- Review *It's a Wrap*. As practice, have students decide how many food group servings one slice of pizza provides. Discuss the ingredients: how much, what food group, approximately how many Pyramid servings for each? Does every pizza slice provide the same food-group servings? Why or why not?

Keeping a Food Diary

- After reviewing Janine's Food Diary, have students use the Student Activity Booklet to record what they eat and drink for a day. Point out: a food diary estimates what and how much a person eats during a day. Serving sizes don't need to be exact. It's the big picture that counts. Assure students that it's okay to estimate combination foods.

yourSELF Magazine Pages 10-11

Snack Attack

LEARNING OBJECTIVES

Students will be able to:

- Choose snacks that contribute to daily food-group servings.
- Use food labels to make healthful snack choices.

Activities

Learning from Labels

- Refer to the three beverage labels in *Check the Nutrition Facts*.

POINT OUT: The Nutrition Facts panel on food labels gives specific information on nutrients and calories in foods. Percent Daily Value is based on a 2,000-calorie intake for the day; most teens need a few more calories. These materials promote label reading and using Nutrition Facts to make food decisions. To effectively use the Nutrition Facts panel on a food label, students need more in-depth information. For assistance, contact the Food and Nutrition Information Center, listed on the page 9 of this section.

- Encourage students to bring food labels from their favorite snacks to share and compare.

DISCUSS: Talk about how students can use their snack choices to help them fill in Pyramid gaps. What information do these labels give about your snacks? How big is each serving? Which of these snacks could you choose for calcium? Iron? Fiber? Talk about other nutrients, too.

yourSELF Magazine Pages 12-13

Move It!

LEARNING OBJECTIVES

Students will be able to:

- Describe ways they can fit physical activity into their daily lives.
- Analyze their physical-activity pattern for a week.

Article Summary/Teaching Points

For people of all ages, physical activity promotes health. As you work with students, encourage them to live an active lifestyle, rather than focusing only on exercise and working out. Developing habits of everyday activity, such as walking and using stairs, is easier to sustain for a lifetime.

In the later teen years, activity levels often decline, as shown in *On the Move* (Introduction). This magazine encourages adolescents to maintain their activity levels. Besides the benefits of physical fitness and energy balance, being physically active feels good and helps teens look their personal best. Teens are encouraged to be physically active to strengthen their muscles. Physical activity also can help reduce body fat. For many teens, however, weight problems are more complex than inactivity alone.

Move It! focuses on the Surgeon General's physical activity guidelines for teens: about 30 minutes of moderate physical activity daily, or 15 to 20 minutes of more intense activity at least three times a week. The Physical Activity Pyramid graphically presents that message and encourages active everyday activities.

Activities

Getting Physical

- Have students list their top ten ways to be active.

Keeping a Physical Activity Diary

- Review Derek's Physical Activity Diary in ***How Do Much Do You Move?***
- Have students use the worksheet in the Student Activity Booklet to record their physical activities for several days or a week.

- Have students evaluate their completed Physical Activity Diary. If they came up short, have them identify ways they could fit more activity into their daily lives.

REMAND THEM: Any moderate to more intense activity can be okay—being involved in team or school sports isn't necessary.

- As an option, make additional copies of the Physical Activity Diary so that students can record their activities for another week.

REMAND THEM: Their overall physical activity pattern counts more than what they do for a single day.

yourSELF Magazine Pages 18-19

What's Your Goal?

LEARNING OBJECTIVES

Students will be able to:

- Set goals for healthful living.
- Plan changes in their eating and physical activity patterns to promote growth and overall health.

Article Summary/Teaching Points

Goal setting helps teens focus on and practice positive health choices — including smart eating and active living — and ultimately take an active role in, and responsibility for, their own health decisions. To help ensure their success, encourage your students to set realistic goals and take small, gradual steps toward healthy living.

What's Your Goal? gives six key steps that help teens identify and achieve their personal goals. To make the process come alive, your students can read how both Janine and Derek set and reached their personal goals. The worksheet in the Student Activity Guide helps students set their own goals and make choices for healthful living.

Activities

Practicing a Team Nutrition Goal

- Explore this goal for students in your class: eat more fruits and vegetables. Then take one simple step to reach that goal.
- As an assignment, have students bring a different fruit, raw vegetable, or juice to class each day for one month to eat later when they're hungry. For example, they might buy a piece of fruit on the school lunch line, or bring carrot and celery sticks from home.
- Keep a list of the wide variety of fruits and vegetables they bring for snacks.
DISCUSS: It often takes 30 days to develop a new habit; eating more fruits and vegetables is a worthwhile and healthful habit.

Setting and Reaching Goals

DISCUSS: What's important to you? Why? What goal would you like to achieve by the end of this school year? How might you reach this goal? Would it be tough or easy for you to reach? Who could help you?

- Go over the six steps for reaching goals in ***What's Your Goal?*** Then talk about Janine's and Derek's stories, their goals, and how they reached them.

DISCUSS: Did Janine and Derek have the same goal or plan? Why not?

POINT OUT: Goal setting helps give you control over your own health decisions; goals and plans for achieving them need to match your needs and lifestyle, not someone else's.

- Have students use the worksheet in the Student Activity Booklet to write their own goal and the steps they'll take to achieve it. Encourage them to choose a goal they can accomplish in a short time and then work to maintain it.

Commonly Asked Questions

Why are there no “good” or “bad” foods?

It's true that some foods may provide more nutrients than others, yet every food consumed makes some contribution to a person's total food intake. That's why there are no “good” or “bad” foods, but there are good and bad patterns of eating. People need to eat a variety of foods every day.

To help teens develop a healthful approach to eating, focus on the positives and stay away from terms such as “junk foods,” “bad-for-you foods” or “avoid these foods.” Even using terms such as “healthy foods” fuels the “good food, bad food” notion. Help them understand that any food can fit into a healthful pattern of eating.

How can vegetarians get enough protein?

Getting adequate amounts of protein and other important nutrients are not problems for people who consume milk and eggs.

Dry cooked beans, peas, lentils, milk, and eggs are good non-meat protein sources. Those who avoid all foods from animal sources need to learn that other foods can provide important nutrients (such as calcium, iron, zinc, vitamin D and vitamin B12) and how to get enough calories.

Why isn't “dieting” right for young teens?

Dieting to lose weight is not recommended for adolescents. “Don't diet” is counter to the advice given to and from adults, therefore, *it may not be easily accepted*. The “don't diet” message needs to be stressed for all adolescents unless a doctor recommends weight reduction. Trying to lose weight isn't appropriate for most growing adolescents since it deprives the body of needed nutrients.

Teens concerned about body weight (underweight or overweight) need to talk to their doctors or other health professionals about weight management during this time of growth.

Eating disorders, such as bulimia and anorexia, may start with an ordinary weight-loss diet, and they can be influenced by a major life change or trauma. Talk to the school nurse, a social worker or a medical professional if you are concerned about a student.

Why do people need six or more servings from the Bread Group? It seems like a lot.

Energy needs are higher during the teen years than during any other stage of life. Most energy should come from carbohydrates rather than fat. Grain products provide plenty of complex carbohydrates, the body's best source of energy, along with other nutrients and fiber that teens need for health. Pyramid serving sizes may be smaller than what you usually eat. Choose mostly lower-fat foods from the Bread Group.

Do teens need extra protein to build muscle?

No. Two to three servings a day (a total of 5 to 7 ounces) from the Meat Group provide enough protein for the growing years. Foods from the Milk Group are also good sources of protein. Extra protein, like any food beyond what your body needs, can be stored as body fat. More physical activity, not extra protein, builds muscles.

For More Information...

For more educational resources and information on the Food Guide Pyramid, food labeling and other food, nutrition and health issues, contact:

Food and Nutrition Information Center
USDA/National Agriculture Library
Room 304, 10301 Baltimore Blvd.
Beltsville, MD 20705-2351

Tel: 301-504-5719 Fax: 301-504-6409

Internet information and publication requests to fnic@nal.usda.gov

Web site: <http://www.nal.usda.gov/fnic>

What's Your BMI?

To find your BMI, follow these steps:

- Find your height in inches along the top of the chart.
- From your height, run your finger down to find the line with your weight.
- The place where your height and weight meet gives you your BMI (Body Mass Index).

HEIGHT m (in)	1.24 (49)	1.27 (50)	1.30 (51)	1.32 (52)	1.35 (53)	1.37 (54)	1.40 (55)	1.42 (56)	1.45 (57)	1.47 (58)	1.50 (59)	1.52 (60)	1.55 (61)	1.57 (62)	1.60 (63)	1.63 (64)	1.65 (65)	1.68 (66)	1.70 (67)	1.73 (68)	1.75 (69)	1.78 (70)	1.80 (71)	1.83 (72)	1.85 (73)	1.88 (74)	
WEIGHT kg (lb)																											
27 (60)		18	17	16	15	14	13	13	13	13	12	12	11	11	11	10	10	10	9	9							
29 (65)		19	18	17	16	16	15	15	14	14	13	13	12	12	12	11	11	10	10	10	10						
32 (70)		21	20	19	18	17	16	16	15	15	14	14	13	13	12	12	12	11	11	11	10	10					
34 (75)		22	21	20	19	18	17	17	16	16	15	15	14	14	13	13	12	12	12	11	11	11	10				
36 (80)		24	22	21	20	19	18	18	17	17	16	16	15	15	14	14	13	13	13	12	12	11	11	11			
39 (85)		25	24	23	22	21	20	19	18	18	17	17	16	16	15	15	14	14	13	13	13	12	12	12	11		
41 (90)		27	25	24	23	22	21	20	19	19	18	18	17	17	16	15	15	14	14	14	13	13	13	12	12	12	12
43 (95)		28	27	25	24	23	22	21	20	20	19	19	18	17	17	16	16	15	15	14	14	14	13	13	12	12	12
45 (100)		29	28	27	26	25	24	23	22	21	20	20	19	18	18	17	17	16	16	15	15	14	14	14	13	13	13
48 (105)		31	30	28	27	26	25	24	23	22	21	20	19	19	18	18	17	17	16	16	16	15	15	14	14	14	13
50 (110)		32	31	30	29	27	27	25	24	23	22	21	20	19	19	18	18	18	17	17	17	16	16	15	15	15	14
52 (115)		34	32	31	30	29	28	27	26	25	24	23	22	21	20	20	19	18	18	17	17	17	16	16	16	15	15
54 (120)		35	34	32	31	30	29	28	27	26	25	24	23	22	21	20	20	19	19	18	18	17	17	17	16	16	15
57 (125)		37	35	34	33	31	30	29	28	27	26	25	24	23	22	21	21	20	20	19	19	18	17	17	17	16	16
59 (130)		38	37	35	34	32	31	30	29	28	27	26	25	24	23	22	22	21	21	20	19	19	18	17	17	17	16
61 (135)		40	38	36	35	34	33	31	30	29	28	27	25	25	24	23	22	22	21	20	19	19	18	18	17	17	17

64 (140)	41	39	38	36	35	34	32	31	30	29	28	27	26	26	25	24	23	22	22	21	21	20	20	19	19	18
66 (145)	43	41	39	38	36	35	34	33	31	30	29	28	27	27	26	25	24	23	23	22	21	21	20	20	19	19
68 (150)	44	42	40	39	37	36	35	34	32	31	30	29	28	28	27	26	25	24	24	23	22	21	21	20	20	19
70 (155)	46	44	42	40	39	37	36	35	33	33	31	30	29	29	27	26	25	24	23	23	22	22	21	21	20	20
73 (160)	47	45	43	42	40	39	37	36	35	34	32	31	30	29	28	27	26	25	24	24	23	22	21	21	20	19
77 (170)	50	48	46	44	42	41	39	38	37	36	34	33	32	31	30	29	28	27	27	26	25	24	24	23	23	22
79 (175)	49	47	46	44	42	40	39	38	37	36	34	33	32	31	30	29	28	27	27	26	25	24	24	23	22	22
82 (180)	51	48	47	45	44	42	40	39	38	36	35	34	33	32	31	30	29	28	27	27	26	25	24	24	23	23
84 (185)	50	48	46	45	43	42	40	39	37	36	35	34	33	32	31	30	29	28	27	26	26	25	25	24	24	24
86 (190)	49	47	46	44	43	41	40	38	37	36	35	34	32	31	30	29	28	27	27	26	25	24	24	23	22	22
88 (195)	51	49	47	45	44	42	41	39	38	37	36	35	33	32	31	30	29	28	27	27	26	25	24	24	23	22
91 (200)	50	48	46	45	43	42	40	39	38	37	36	35	34	33	32	31	30	29	28	27	27	26	25	24	24	24
93 (205)	50	47	46	44	43	41	40	39	38	36	35	34	33	32	31	30	29	28	27	27	26	25	24	24	23	22
95 (210)	49	47	45	44	42	41	40	39	37	36	35	34	33	32	31	30	29	28	27	27	26	25	24	24	23	22
98 (215)	50	48	46	45	43	42	41	40	38	37	36	35	34	33	32	31	30	29	28	27	27	26	25	24	23	22
100(220)	49	47	46	44	43	42	40	39	38	37	36	35	34	33	32	31	30	29	28	27	27	26	25	24	23	22
102(225)	51	49	47	45	44	42	41	40	38	37	36	35	34	33	32	31	30	29	28	27	27	26	25	24	23	22
104(230)	50	48	46	45	43	42	41	39	38	37	36	35	34	33	32	31	30	29	28	27	27	26	25	24	23	22
107(235)	49	47	46	44	43	42	40	39	38	37	36	35	34	33	32	31	30	29	28	27	27	26	25	24	23	22
109(240)	50	48	47	45	44	43	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	27	26	25	24	23
111(245)	49	48	46	45	43	42	41	39	38	37	36	35	34	33	32	31	30	29	28	27	27	26	25	24	23	22
113(250)	50	49	47	46	44	43	42	40	39	38	37	36	35	34	33	32	31	30	29	28	27	27	26	25	24	23

Growth Charts in the magazine and student activity booklet are from the National Center for Health Statistics, CDC (revised, 1998)

3

Guide to Closing Video Choosing *yourSELF*

Run time: approximately 7 minutes

Learning Goals

- To reinforce messages learned from the *yourSELF* activities.
- To motivate students to make changes in their eating and physical activity patterns to promote their growth and overall health.

Suggested discussion questions to ask before showing the video

- Now that we've explored nutrition and physical activity, how can you use what you've learned in your everyday lives (i.e., put knowledge into action)?
- Are there changes you could make in your eating patterns now to help keep yourself healthy all through your life?
- Are there changes in your physical activity patterns you could make now to keep yourself healthy all through your life?
- What are some kinds of physical activity you can do besides organized sports?
- What happens to you when you get hungry? To your mood? To your energy level? To your mind? (Do you get cranky? Spacy? Tired?)

Video summary/teaching points

This video profiles three students facing the challenge of growing into themselves. You may want to show the video as a whole, or stop after each story to open discussion.

The three students profiled are setting and reaching goals that will promote their health in the coming years. They are pinpointing habits and patterns that they want to change, setting goals, and making an action plan so that they can make choices for themselves that promote health. Here are their stories:

■ Abbie

Abbie is an average 12-year-old who is active in school and with friends and family. She is outgoing, plays on the volleyball team, babysits, and works with a tutor two days a week after school to try to bring up her grades. Although she likes lots of different foods, she rarely has time for what she calls “real food.” Most often she either misses meals or has a quick fast food snack. When Abbie skips meals, she says she gets “spacy” and tired, and that makes it hard to concentrate on her schoolwork or play well on the team. She’s concerned that by grabbing whatever’s available (usually foods like fries, soda, or cookies) she is not eating the type of foods to give her all the nutrients she needs to grow and be active.

Abbie and her mom decide to make time to make snacks more nutritious, more convenient and more delicious than the foods Abbie is used to grabbing on the run.

■ Marcus

Marcus is 13 years old, and he loves music. He thinks, eats, and sleeps music, preferring it to all other activities, including eating. His nickname within the family is Bean (a name he’d like to lose), short for Stringbean.

Marcus has always been thin, but lately, he’s had a growth spurt and has become even thinner. Now he’s concerned that he’s getting too thin, and he thinks he should eat better and get some exercise to continue to grow and fill out. But he says sports aren’t that interesting to him – never have been. And although he’d like to gain weight, he’s not especially interested in food. He doesn’t like a lot of foods, and he eats mostly crackers and chips, then skips meals.

Marcus’ sister is an athlete herself and helps him learn to try new foods, some of which he even likes! She also helps Marcus figure out how to get some exercise without giving up his music time.

■ Roberto

Roberto is a 13-year-old who is always playing with his family's video camera. In fact, he sharpens his skills by producing and directing his own segment for this video. Roberto likes his younger brother and sister and doesn't complain about watching them. He also spends a lot of time with his grandmother in her kitchen where she cooks his favorite foods.

While in the kitchen with her, Roberto tastes everything. Roberto loves to eat – he says he's hungry all the time. However, he's on the short side, and he's concerned that he's becoming chubby. He notices that the more video he shoots, the less activity he's getting. He seems to be growing out instead of up!

Robby talks with his grandmother and finds out that his father was pretty chubby, too, when he was Roberto's age. And now his dad is a good weight for his height, so Roberto realizes that his "chubbiness" may be part of a normal growth pattern for his family. He decides to be patient but takes some action now, before he gets his growth spurt, to develop an eating plan that will keep him from overeating. He also decides to pay attention to the kinds and amounts of foods he eats and his activity level, becoming what he calls an Action Cameraman, organizing, producing, and participating in a video called, *Backyard Olympics*.

This video is peppered with real "kid on the street" interviews featuring children of all backgrounds and ethnicities from around the country answering questions about eating, nutrition, and physical activity.

Suggested discussion questions to ask after showing the video

- Did anybody in this video say anything you agree with or disagree with?
- Can you relate to what Abbie, Marcus, or Robby were saying and feeling?
- How did each person set and reach his or her personal goal?
- How do you think Marcus felt when he was called "Bean?"
- Do you have a personal goal you want to reach?
- What steps can you take to go about reaching that goal?

4

Optional Enrichment Activities

The following activities are designed to complement and enrich the videos, magazine, and student activity guide and to reinforce the concepts learned. They are great opportunities for use in team teaching and for coordinated activities with after-school programs, clubs, or youth groups. These activities are optional and are intended to be introduced in class but conducted by the students outside class. They can be done in groups or individually.

The activities will help students put their new knowledge into action—much as the featured kids in the Closing Video: Choosing *yourSELF* did. Each of the following activities is provided in two parts: a teacher's guide to help you introduce the activity to the class and a corresponding reproducible handout for you to give to students interested in completing the activity. Each activity was developed to enable students to assess what they eat and how much physical activity they currently get. Then they can create realistic goals and plans for achieving those goals. The estimated times to complete each activity are guidelines only. The time you choose to spend on these activities depends on your instructional needs. Time estimates do not include the time students will spend outside class to complete the activities.

Activity I

Advertise for Health!

Estimated class time: 40 to 50 minutes

Learning Goals

By creating and producing “health advertisements,” students will:

- Identify key eating and physical activity messages aimed at promoting health.
- Encourage peers to make choices for healthful eating and a physically active lifestyle.

Summary/Teaching Points

No matter what adolescents buy—for example, movies, fashions, magazines, cosmetics, snacks—advertising has a powerful effect on how they spend their money. Some advertisements provide information, while others mainly create a desirable image about a product or service. Teens are well aware of advertising in newspapers and magazines or on TV and radio. However, many other creative advertising strategies reach the teen market, such as Internet postings, promotional items and gimmicks, contests, etc.

Advertising strategies can be used to encourage adolescents to make decisions that promote their health. In Video I: *You Are What You Choose: The Making of a TV Spot*, for example, the cast created a TV spot to motivate kids their age to make health-promoting food and lifestyle choices.

Like the video characters, have students in your class or program create and present their own “advertisements for health.” Using messages from *yourSELF* Magazine, they can work individually or in groups to design “ads” aimed at encouraging their peers to choose a healthful eating pattern, a physically active lifestyle, or both. The strategies are up to them. They may choose to create a videotaped or tape-recorded commercial or infomercial, a “walking ad” on a T-shirt, a message on a sports-event banner, or a school menu-board message. In the process, students will apply what they’ve learned from the *yourSELF* activities to become advocates for health.

Activity I Materials

- Have students bring in several ads from teen magazines.
- Activity sheet, “Advertise for Health,” reproduced for each student or group of students.
- Copies of *yourSELF* Magazine.
- Art supplies, video camera/videocassette, audiocassette recorder/audiocassette, plain T-shirt, others. *Materials required depend on students’ advertising approaches.* These materials may be provided through school, a community program, or home.

SESSION ONE

Exploring Advertising

15-20 minutes

- Introduce the activity using advertisements from teen magazines.

DISCUSS: What do these ads want you to do? Would these ads convince you to buy the product? Why or why not?

ASK: What qualities make an advertisement attention-grabbing, appealing, and convincing to you? (Simple message; clever slogan; good graphics; catchy music; meant for the intended audience, such as kids their age.)

Talk about the advertising techniques used to send the message. Depending on the ads, that may include: (1) slogans or musical jingles to remind you about the product or service, (2) endorsements from famous people, (3) emotional appeals that promise something if you use the product or service, (4) cartoon characters who are recognized as representing the item. What other techniques do the ads use? What other advertising techniques can you think of?

Discuss how some companies sell products by promoting body dissatisfaction and by implying that by using their product, “you will become more beautiful.” Have the students think of some examples, such as acne products, cosmetics, clothing, etc.

Refer to the discussion in *yourSELF* Magazine about how we come in all shapes and sizes and should respect the bodies of others even if they are different from our own. Advertising can have a negative effect on an adolescent's self-image and self esteem. Use this activity to address this problem and discuss how your students can counteract this possibility by becoming more aware of it.

Explore the differences between information ads and image ads: (1) An information ad tells you something. It gives facts. Responsible ads give accurate information and don't twist or misrepresent the facts. (2) An image ad links the advertised product, service, or idea to a lifestyle or feeling you may want, like having fun, feeling good about yourself, or having friends. An image ad may not provide any facts. Are the ads from the teen magazines information ads or image ads? Why?

Creating Health "Ads"

25-30 minutes

- Refer to the *You Are What You Choose: The Making of a TV Spot* video. What made the TV spot that the cast created appealing? What steps did the cast follow to create its TV spot?
- Like the teens in the video, explain that it's now their turn to create an advertisement. Using the steps listed on the activity sheet "Advertise for Health," introduce the process of creating an advertisement. As an entire group:
 - Have students recall key health messages from *yourSELF* Magazine as possible themes for their ads for health.
 - Brainstorm advertising messages and slogans relating to themes that would appeal to kids their age. Encourage the creative, free flow of ideas. Remind students that there are no right or wrong responses in brainstorming; all ideas contribute to the creative process. Point out their responsibility for creating ads with accurate information (i.e., information that's not misleading).
 - Get them thinking about their advertising approach. Brainstorm different places they've seen or heard advertisements. Besides TV commercials or infomercials, radio commercials or print ads, they might list "walking ads" on T-shirts, computerized ads on the Internet...as well as advertisements on buses, cereal boxes and milk cartons, cafeteria table tents, billboards, "souvenir" cups, signs for athletic events, and tele-

phone messages, among others. Explain that the word "media" refers to different forms of communications that advertisers use to get their messages across.

- Talk about the need to develop ideas before making the advertisement, for example, writing a script before finding the props and recording the ad on a videocassette. Again, remind them to check *yourSELF* Magazine as a resource for accurate information for their advertisements.
- Encourage students to be creative in acquiring and using equipment, supplies, and props when they produce their ads.
- As an assignment or outside activity, have students make specific plans to create an advertisement, using the activity sheet "Advertise for Health." Provide *yourSELF* Magazine as a resource. Once the ad is planned, have them produce their advertisement for health. Students can work individually or in groups.

SESSION TWO

Launching the "Ad Campaign"

time necessary depends on student presentations

- As a followup activity, have each student or group present their finished "advertisement for health." Together, have them discuss how their ads encourage their peers, and themselves, to make choices for healthful eating and active living.
- (Optional) With students, explore the possibilities of sharing the ads beyond your group. For example, work with school administrators or the media department to broadcast "radio or video spots" on the school's PA system or closed-circuit (in-school) television programming. See if a community radio station or cable TV station will showcase the student-made spots. Partner with the school food service director to include healthy eating ads on the menu-boards. Ask the coach to display an ad banner at a school athletic event. Plan a contest to design a T-shirt ad and use the winning design to make real T-shirts. Sell the T-shirts as a fund-raiser at a community health fair, in the school store, or at school events. You might also choose to find a sponsor to produce and sell T-shirts with the winning health ad.

Advertise for Health!

Every day you see or hear dozens of advertisements. Now it's your turn to plan an attention-grabbing advertisement for health! Your overall goal: to encourage kids your age to make smart eating decisions, stay physically active, or both.

Using this think sheet, jot down your advertising plan. Be creative about getting the message out. And have fun!

■ Pick the theme.

What challenges do you and other teens face when it comes to smart eating or being active? Pick one challenge as the theme for your "ad for health."

■ Brainstorm your message.

What do you want kids to know, think, or do after seeing or hearing your advertisement? Check *yourSELF* Magazine for information.

■ Come up with a clever slogan.

Does the slogan fit the message? Is it simple and attention-grabbing? Pick your best idea.

■ Choose your medium.

How will you get your message across in a TV ad, magazine ad, or some other way?

■ Get started.

On a separate paper, develop your ideas. For example, write the script for your commercial, sketch your magazine ad or banner, or design a T-shirt. Use *yourSELF* Magazine as your fact checker. Attach your ad ideas to this think sheet.

■ Find your resources.

What materials do you need to make your ad? Where will you get them?

■ Do it!

When your plans are done, create your ad for health. Then prepare to show it to the whole group.

■ How did it rate?

How do you know if your ad for health was successful?

Activity 2

Media Madness

Estimated class time: 50 to 75 minutes

Learning Goals

By analyzing and creating segments of a popular television program, students will:

- Identify how media influences their knowledge and behaviors regarding physical activity and nutrition.
- Evaluate nutrition and physical activity messages in the media, especially on television.
- Convey appropriate healthful eating and lifestyle choices

Summary/Teaching Points

Television is both entertaining and educational. Some programs are specifically designed to be educational. However, most of what we “learn” from television is gathered through more subtle messages by the way ideas are shown in entertainment programs. For example, we may perceive from one program that only young, beautiful, thin, and muscular men and women can be lifeguards or that all teens in Beverly Hills are rich and drive their own sports cars. However false these images may be, television has a powerful ability to shape many of our opinions, both about ourselves and about the world around us.

Although most of us have little trouble separating fact from fiction, many adolescents are still forming their ideas and understanding of issues. They are very vulnerable to images in television programming. These images are often subtle, such as most of the images we see about physical activity and nutrition. Many popular television programs targeted to teens portray adolescents who are fairly physically inactive. These characters may watch a lot of television, frequently play video games, or are “couch potatoes.” Similarly, many programs show teens who are always eating fast food or families who rarely eat a meal together around a kitchen table.

Activity 2 Materials

- Activity sheets, “Media Madness I” and “Media Madness II,” reproduced for each student or group of students.
- Copies of *yourSELF* Magazine.

This activity challenges your students to take a good look at what they see on their favorite television programs, both the overall topic of the show and the *subtle* images about food and physical activity. Then, it asks them to use their creativity and knowledge to improve the way nutrition, food choices, and physical activity are shown by revising either an entire story line or developing small changes in some scenes.

SESSION ONE

Exploring Health Messages on Television

15-20 minutes

- Introduce the activity by asking students what they see the teens or their favorite characters doing in their most frequently watched television programs.

ASK: What do the characters eat? What physical activities are portrayed, if any? What choices do they make regarding their health?

Discuss the definition of a plot. A plot is the main story line. Nutrition and physical activity don’t need to be part of the plot for a television show to reflect health messages. For example, are characters ever seen eating fruits or vegetables as snacks? Do characters ever go for a run, walk the dog, or play some form of organized sport?

DISCUSS: Choose a television program that you watch regularly. What kinds of health messages does your television program send to adolescents like you? How can your favorite program be changed to reflect health messages?

SESSION TWO

Evaluating Television Programs

25-35 minutes

- As an assignment, ask students to identify a television show and watch at least one episode closely. Tell them to pay attention to the program's content, story line, characters, and topics and to answer the questions on the handout, "Media Madness I."

Have them write down how nutrition and physical activity are portrayed in the show. Discuss their answers to the following questions, as listed on the handout, "Media Madness I":

- If the main characters are a family, does the family eat together?
- If the characters are about the same age as the students, do the characters make their own food choices?
- What kinds of foods are the characters eating? Do they make appropriate choices?
- Are they getting physical activity? If so, how?

SESSION THREE

Creating "Healthier" Television Programs

10-20 minutes

- Using the handout "Media Madness II," help students either adapt an episode or create a new episode of their chosen television program.

Have students brainstorm the health messages the new episode could reflect.

Ask the students to write a story line for a new episode of the television show focusing on food choices and physical activity. They can also adapt a current story line by changing specific scenes or dialogue. Advise them to use their copy of *yourSELF* Magazine as a resource for the nutrition and physical activity information and tips.

SESSION FOUR

Becoming a TV Star

time necessary depends on student presentations

- As a followup, provide an opportunity for students to present or act out their new or revised television episodes.

Media Madness I

We all have our favorite television programs, but have you ever thought about how what you see on television influences the choices you make in real life? Messages are given to us in many forms, not just commercials. How many healthful choices do you see your favorite television characters make during one episode? The program doesn't have to be about nutrition or physical activity. It may just show people eating or moving.

■ Choose a show.

Program name:

Watch it closely. List the images you see related to nutrition and physical activity below. How could this show have included more healthful choices?

■ Write it down.

Note the following information about your television program:

Plot or Story line:

Characters' physical activities:

Characters' names:

If the main characters are a family, does the family eat together?

Characters' food choices:

If the characters are about your age, do they make their own food choices?

Media Madness II

What if you could influence the choices your favorite characters make regarding healthful eating and physical activity? Well, your chance is here!

The following steps will help you rewrite an episode of your favorite television show to change the way nutrition and physical activity are shown. You may also decide to create an entirely new episode that features these topics. Jot down your notes in the space provided. Use your copy of *yourSELF* Magazine to help you with nutrition and physical activity facts and ideas for your script.

■ Brainstorm your message.

Decide how the television program could be changed in terms of nutrition and physical activity messages. (For example, instead of getting together to watch television after school, maybe the characters could have been shown playing a game outside.) What messages would you like to share?

■ Do it your way!

Adapt the script/storyline or create an entirely new episode. Create new scenes, new dialogue, and new stories. You can even introduce new characters if you choose. Be creative!

■ Show it off!!

Present your script to the class or, if your teacher agrees, act it out!

Activity 3

Create mySELF

Estimated class time: 45 minutes

Learning Goals

By creating their own magazine or newsletter, students will:

- Write objectively and report on their daily nutrition and physical activity choices.
- Present concepts learned from the *yourSELF* program to their peers.

Summary/Teaching Points

Magazines and newspapers provide us with information about the world and events around us. They also influence the way we see our world by the way ideas are portrayed. Journalism is a great way for students to express themselves and share information and ideas about nutrition and physical activity with their peers and other readers.

This activity will provide an opportunity to discuss how our own understanding and ideas are influenced by what we read. Drawing on what they learned in the *yourSELF* magazine, have students in your class or program create their own fun and exciting magazine or newsletter to share with their peers. Students may want to include their own advertisements, stories, letters-to-the-editor and articles. They can work individually or collaborate with others to report on what they learned and give advice on how to set food choice and personal activity goals.

SESSION ONE

Exploring Magazines and Newsletters

30 minutes

- Introduce the activity using a variety of teen magazines and newsletters.

DISCUSS with your students the magazines and newsletters they read. Ask: Why do you read these particular publications? Do the publications give good advice? Is there useful information that you can use on a day-to-day basis in the magazine or newsletter? How do you know if the advice can be trusted?

Activity 3 Materials

- Copies of *yourSELF* Magazine
- Copies of teen magazines and newsletters for examples of sections to include (students can bring in their favorite magazines and newsletters)
- Activity sheet “Create *mySELF*”

DISCUSS the format of the various magazines and newsletters. What do the students like best about them? What do they like least? How would they judge the advice columns? The interviews? The articles?

DISCUSS the types of articles in the magazines or newsletters. What types are their favorites? What subjects do they like best (fashion, world events, sports)? Why? Where does the information in the articles come from (interviews, books)? Discuss ways that students can collect reliable information for articles they will write.

You may want to find an article from a magazine about nutrition. Ask your students how the information in the article compares with what they learned in the *yourSELF* magazine.

Creating mySELF

15 minutes

- Encourage students, in small groups or as a whole group, to create their own version of *yourSELF*, using the steps in the handout “Create *mySELF*.” Their magazine or newsletter can be called *mySELF*, or a new name can be chosen. Their magazine or newsletter should reflect what they’ve learned and how they will apply it to their own lives. Encourage them to be creative.

DISCUSS: Whom do they want to read their magazine or newsletter? Will they be writing to their peers or do they want adults to read what they’ve written? Determining their audience will help them decide on the content and tone. It’s important to address the needs and interests of the audience. Challenge them to focus their articles on their audience. Brainstorm topics that interest students their age.

ASK: What do you want your magazine or newsletter to say? What are the messages? How will you convey those messages to your audience?

Get them thinking about their approach and the type of articles they want to include. Discuss how they will convey their messages through interviews. Will they write research articles or advice columns?

In most magazines and newsletters, the table of contents at the beginning summarizes what's inside. Have them create a table of contents as they outline ideas for their magazine or newsletter.

Encourage students to be creative in acquiring and using equipment and supplies for their magazine or newsletter. They can include their own drawings, computer-generated graphics, cut-outs from magazines, etc.

Once planned, have them produce the magazine or newsletter. Remind them to focus on their personal goals and how they are going to take responsibility for their future health.

Have fun!

SESSION TWO

Setting Up a Media Corner

time necessary depends on student presentations

- After the students have completed the activity, ask them to share their magazine or newsletter with their intended audience (classmates, parents). Perhaps they can read an article aloud to the rest of the class or group, or you can display the magazines and newsletters for all to see and read! Together, have them discuss how effectively their “publications” convey health messages.

Create mySELF

Here's your chance to create your own magazine or newsletter. Use the information you learned from *yourSELF* and create your own versions about—you guessed it—YOU! Use pictures from other magazines, drawings, computer graphics, and other ideas to add life to your magazine.

■ Decide on your audience.

Whom do you want to read your magazine? Your friends, your younger brothers and sisters, your parents? Pick one audience for your magazine.

■ Pick a theme for your magazine.

What do you want your audience to know? Is there information from yourSELF you'd like to include? Is there information that wasn't in yourSELF you'd like your audience to know about? What do you want them to know about physical activity? Nutrition? Pick a theme so you can focus your articles on that theme.

■ Choose the types of articles you want to include.

Pick a few different ways to talk to your audience and include them in your magazine or newsletter. Some sections of your magazine or newsletter may include:

- letters to the editor about articles from yourSELF
 - a nutrition and physical activity advice column.
 - pictures of the Food Guide Pyramid and foods from the Pyramid.
 - school menus.
 - advertisements.
 - your own stories, similar to Derek's and Janine's.
 - feature articles.
 - photos of friends, family, interviewees, etc.
 - research articles.
 - interviews with food service personnel, faculty, friends, family, and community leaders
- the possibilities are endless!*

My magazine or newsletter will include the following sections:

■ Get started.

On separate paper, develop your ideas for topics your audience is interested in. If you want, work with some of your friends and decide who will create each article or column. Write the table of contents for your magazine.

■ Find your resources.

What materials do you need to create your magazine (computer graphics, pictures, art supplies, camera)? Whom do you need to interview (food service personnel, teachers, students, principal)? Jot down what you need.

■ Do It!

When you have finished planning, create your magazine! Conduct your interviews, write your articles, create your ads and prepare to show your magazine or newsletter to the whole class or group.

■ How did it rate?

Did your audience find it interesting? Did they learn something from your magazine?

Activity 4 Where It's At!

Estimated class time: 70 to 90 minutes

Learning Goals

By conducting an “environmental assessment,” students will:

- describe how their environment directly affects their food choices.
- determine how they can influence their surroundings to expand their food choices.

Summary/Teaching Points

Adolescents are learning that they have the power and responsibility to make healthful choices. But what opportunities do they really have? The options available to them—at school, at home, in the community—influence the food and physical activity choices they make.

This activity will help adolescents become more aware of how their environment influences their decisions. For example, if the school store or vending machine offers only sweets and candy, students may not be able to buy fruit for an afternoon snack. On the other hand, the school breakfast program may offer cereal, low-fat milk, bagels, fruit, yogurt, and juice. This makes choosing a healthful breakfast easy, even if they are strapped for time.

By doing an “environmental assessment,” students identify foods (snacks) that are convenient and available to them. This look at their world helps them recognize what influences their food choices each day. In the activity, they also decide how these snack options could contribute food variety (and food group servings) to their eating plan. And they use that information to “flex their muscles” and project how they might expand their snack options for more food group variety—at home, in school, and in places they frequent. They can use this same information to change the way they plan their schedule and lifestyle to make wise food decisions.

Activity 4 Materials

- Copies of *yourSELF* Magazine
- Activity sheets, “Where It’s At!: Part I” and “Where It’s At!: Part II,” reproduced for each student or group of students.
- (Optional) Recent school lunch menu, school breakfast menu, foods in the school store inventory, other food lists from places students get their foods
- (Optional) Menus from area food establishments that students frequent

SESSION ONE

Exploring Your World

30 to 35 minutes

- Introduce the “environmental assessment” activity by discussing what shapes adolescents’ choices.

DISCUSS: Think about one or two foods you ate yesterday. Why did you make those choices? Talk about some of the reasons people choose one food over another, for example, taste, influence of family and friends, convenience and availability, advertising, cost, health, culture, religion.

ASK: How do you decide what you are going to eat for snacks? For breakfast, lunch, and dinner? Talk about the kinds of foods students’ families keep at home to choose from. Review the school menus and discuss the various options offered each day. In what other places do you obtain food? (Vending machines, fast-food restaurants, school store, convenience store, etc.) What foods do you think you can get there?

Conducting an “Environmental Assessment”

10 minutes

- **POINT OUT:** When people want a snack, they often choose convenient and easily-available foods. For ease and convenience, they pick from foods that are in their immediate environment or their surroundings. Sometimes those options contribute plenty of food variety—and sometimes the food options are limited.

ASK: Suppose you have a “hunger attack,” what snack options would be quick and easy for you? Let’s find out what you have to choose from.

As an assignment or outside activity, have students use the “Where It’s At!: Part I” handout to do an “environmental assessment.” For one day, they’ll log the snack options available to them—at school, at home, and in the community. On the handout, they’ll record each option under the appropriate food group to see the variety these food choices provide. Point out that in the school cafeteria they could buy foods at breakfast or lunch to eat later as snacks. Encourage them to use *yourSELF* Magazine for more about the food groups and “combo” foods in the Food Guide Pyramid.

SESSION TWO

Creating a Plan of Action

30–45 minutes

- Once completed, have students use their “environmental assessment” to create plans of action to expand their snack options—or to use their existing options more wisely.

DISCUSS: There are many ways to improve or expand the options available to you—for all kinds of things, including food and physical activity choices. You just need to understand what your options are—and what you can do to change or make the most of them.

ASK: Now that you’ve done your “environmental assessments,” you know your snack options.

- Identify areas that could use some improvement. For example, does the school vending machine offer yogurt, raisins, apples, or juice? Do school menus offer foods to eat later as snacks, perhaps peanuts, fresh fruit, oatmeal cookies, or fruit juice? At home, do you have access to food group snacks such as carrot sticks, raisins, fruit, whole wheat crackers and cheese, salsa with tortilla chips, or milk?
- **ASK:** What other snack options do you wish were available at home, school or anywhere else? They might talk briefly about their “wish list” and where their “wish list” foods fit on the Food Guide Pyramid.

- Explore how students can make changes. **Ask:** Why can’t you get your “wish list” foods now? What might you do to change that—at school, home or anywhere else? To start them thinking, brainstorm a few actions they might take:

- At school: (1) talk to school food service staff to include specific snack foods on menus or (2) form a student advisory committee to work with the school food service staff or school administration to expand snack choices sold in the school store, vending machines, or other school outlets.
- At home: (1) ask parents to stock the refrigerator with certain foods or more food variety; (2) help create the family shopping list with a variety of snacking foods; (3) help with family food shopping; (4) help prepare food at home, including snacks to keep on hand; and 5) pack non-perishable, take-along snacks to have when you need one.

- Explore with students: Change often happens with some help from others. **Ask:** Who can help you make the changes you want? For example, who decides what foods are sold in the school vending machine or school store? Who decides what’s in your backpack for snacks, or in your kitchen at home? Who decides what’s on the school menu? Encourage them to include these people as “change partners” in their action plans.

- Refer to Abbie, a character in the Closing Video: *Choosing yourSELF*. She learned that by paying more attention to her schedule and with better planning, she could eat the foods she wanted when she was hungry—even if she wasn’t home. She took control of what she was eating, and didn’t have to change her whole lifestyle to expand her options! **Ask:** What can you do to make the most of the snack options you already have?

- Continuing the assignment or outside activity, have students use the “Where It’s At!: Part II” handout to make their own specific plans for change. Have them pick the options that work best for them from their “environmental assessment.” Then encourage them to work through the steps on the handout for making change.

SESSION THREE

Putting Plans in Action

time necessary depends on student presentations

- As followup, have each student or group of students share the results of their environmental assessments, as well as their action plans for change. Use these plans of action to point out that adolescents can take charge and control of their decisions—and their lives.
- Encourage them to do it!
 - On their own, encourage students to put their individual plans into action. For example, they can go over their plan with their parents and pick a strategy that helps them—and perhaps the whole family—eat the Food Guide Pyramid way!
 - Have students work as a group on one or more strategy. For example, they can work with the school store to sell fresh fruit or set up an advisory committee for the school food service program.
- (Optional) Now that students have the skills to assess their food environment, they might:
 - Use this assessment as a resource for setting nutrition goals in the “What’s Your Goal?” activity, which accompanies *yourSELF Magazine*.
 - Repeat this activity, this time looking at their choices for a meal, perhaps breakfast or lunch. Then they can set an action plan to expand their meal options.
 - Create their own questionnaire to assess their options for physical activity, for example, school track, basketball court in the park, skating rink, their own bicycle or running shoes. Then they can develop an action plan for expanding their physical activity options. This assessment is also a useful resource for setting physical activity goals in the “What’s Your Goal?” activity, which accompanies *yourSELF Magazine*.

Where It's At!

Part I

Every day you make choices about what you will eat. Options are all around you—at home, at school, at your favorite hangouts—even when you're "starving"!

Just what snack options do you have? Here's your chance to look around and find out. Assess your environment—at school, home, and any other place you like to eat. Write down what you find to snack on. As you do, list each option under its Pyramid food group.

Date: _____ Snack Options from the ... _____

	Bread Group	Vegetable Group	Fruit Group	Milk Group	Meat Group	Fats, Oils, Sweets	"Combo Foods"
■ At School...							
School cafeteria							
Vending machine							
School store							
Other _____							
■ At Home ...							
Refrigerator							
Freezer							
Cabinet							
■ Some Other Place ...							
Convenience store							
Fast food place							
Other _____							

Where It's At!

Part II

Now you know what your snack options are. These may—or may not— be all the food choices you need. Or maybe you just wish you could snack on something else. Or maybe you're just not making the most of the choices you do have.

This is your chance to put a plan in place to expand your food world, and to get the food group snacks you want or need. Once you have a “wish list” and a plan, you can take action to make change happen!

■ Consider Your Options.

Of all the options you have now, what snacks would you choose today or tomorrow? Check your “environmental assessment.” Jot down the best-for-you choices—and make a note that tells why.

■ Make a Wish List.

What other snack options do you wish you had? Write them here as your “wish list.” And jot down where they fit on the Food Guide Pyramid.

■ Plan for Change.

What strategies might you use to make your “wish list” come true ...

... at home?

... at school?

... any other place?

Write your strategies.

■ Find Partners for Change.

Who can help you ...

... at home?

... at school?

... any other place?

■ Make a Difference.

Now share your plan of action with your family, friends, teachers, and others who can help you make a difference. And together—do it!

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