

Back in Whack for Teens

Group Program Facilitator Guide

2025 Edition

**Healthy Lifestyle and Nutrition Program That
Helps Teens Adopt Healthier Habits and
Achieve a Healthy Weight**

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This 2021 version of Back in Whack for Teens **[BiW4Teens]** is the Third Edition of the work book and the second edition of the program videos.

Back in Whack for Teens is a Positive Patterns for Life Program.

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Back in Whack for Teens (**BiW4Teens**) is a research-based, pediatrician approved, effective weight management program for teens/tweens. Expert guidelines from the American Academy of Pediatrics, Academy of Nutrition and Dietetics, National Institute of Health, Dietary Guidelines for Americans 2010, plus several more have been utilized in the development of this program.

Fourteen of the **BiW4Teens** healthy habits are proven to reduce risk of developing diabetes, heart disease and some forms of cancer as proven by the American Diabetes Association, American Heart Association, American Cancer Association, and the Centers for Disease Control.

BiW4Teens received the *National Association of Nutrition Professionals 2015 Community Award* for being a program that is having a positive impact on the health of our nation. This award winning program has also received national recognition from the Centers of Disease Control for being an effective weight management intervention for youth.

The Back in Whack Program has been helping youth adopt healthier habits - lower their BMIs - improve overall health since 2013.

BIW4TEENS GROUP FACILITATOR GUIDE

Group program Implementation guide – materials for whole program

List of materials / electronics to run the program

SESSION ONE – PROGRAM INTRODUCTION

Add pen / highlighter

Add/highlight

PARTICIPANT MATERIALS

Parent-Teen Group Program Commitment Contract

- BiW4Teens Video Session One - Program Introduction (14 minutes)
- Teen/Tween Welcome Letter
- Workbook Session One – Program Introduction for Teens and Parents
- Appendix B – *Parents Support Pack*
 - Parent Welcome Letter
 - Handout - Actions Parents Can Take to Support Healthy Habits
 - BiW Program Commitment Contract
 - Discussion Guide
- Appendix F - *Resources for Working with Your Doctor*
 - Doctor's Program Explanation Letter
 - Initial Doctor's Visit Form
 - Program Update for Doctor Form

INSTRUCTIONAL PLAN

1. Define BMI;
2. Explain negative health impacts of a high BMI;
3. List multiple health benefits of the BiW4Teens Program;
4. List program components;
5. Explain health coaching methods utilized in the program;
6. List important life skills included in the program;
7. Briefly describe parts 1, 2, 3, and 4 of the BiW4Teens program;
8. Explain the implementation and maintenance phases of the program;
9. Describe how change starts in the brain;
10. Define program power tools (habit change tools and skills);
11. Introduce the first power tool – Make Healthy Changes Bracelet;
12. Explain appropriate safe weight loss goals for preteens and teens;
13. Explain how to take body measurements;
14. Describe the *BiW Parents Support Pack*;
15. Describe how to complete the BiW Program Commitment Contract with parents;
16. Explain importance of working the doctor during the program and where to find *Resources for Working with Your Doctor*.

LEARNING OBJECTIVES

1. Participant will verbalize understanding how the program works;
2. Participant will be able to list several ways that a high BMI can hurt the body;
3. Participant will list several program benefits;
4. Participant will describe the implementation and maintenance phases of the program;
5. Participant will verbalize understanding that habit change starts in the brain;

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6. Participant will explain what a program power tool is;
7. Participant will verbalize understanding healthy weight loss goals for teens and tweens;
8. Participant will sign *BiW Program Commitment Contract* with their parent(s).

SESSION TWO – PEAK HEALTH

PARTICIPANT MATERIALS

- BiW4Teens Video Session Two - Peak Health (5 minutes)
- Workbook Session Two – Peak Health
- Self-Discovery Exercise – Benefits of a Body in Peak Health
- Peak Health Mini Poster

INSTRUCTIONAL PLAN

1. Explain peak health;
2. List 7 categories of peak health;
3. Describe how habit change is like a journey.

LEARNING OBJECTIVES

1. Participant will define Peak Health;
2. Participant will list benefits of a body and mind in Peak Health;
3. Participant will list benefits of Peak Health that they would like to achieve;
4. Participant will identify the most important thing that they would like to achieve when they reach the top of Peak Health.

Session 2 - Peak Health Discussion

1. What benefits of Peak Health are most important to you?
2. What do you want to do better or how do you want to feel better when you reach peak health?
3. As a parent, how do you want your teen's health and/or life to be better when he/she completes the Back in Whack for Teens Program?

SESSION THREE – BODY APPRECIATION

PARTICIPANT MATERIALS

- BiW4Teens Video Session Three - Body Appreciation (8 minutes)
- Workbook Session Three - Body Appreciation
- Self-Discovery Exercise - Body Appreciation (X2.5)

INSTRUCTIONAL PLAN

1. Explore multiple ways that the human body is truly amazing;
2. Define body appreciation;
3. Explain how body appreciation supports habit change;
4. Explain how habitual thoughts affect the health of the body;
5. Introduce the *Body Love Hug* power tool.

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LEARNING OBJECTIVES

1. Participant will verbalize understanding body appreciation;
2. Participant will identify their level of body appreciation;
3. Participant will verbalize understanding why it is important to appreciate your body;
4. Participant will list 10 things they like about your body;
5. Participant will practice the *Body Love Hug*.

Session 3 - Body Appreciation

1. How did you rate your body appreciation?
2. Would you like to improve your body appreciation and body image?
3. Did the body appreciation session help you think about your body in a different way? If yes, how so?
4. Did you know that the cells of your body are listening to what you think?
5. What do you think about the body-love-hug exercise? Are you willing to try it?

SESSION FOUR – JOURNALING

PARTICIPANT MATERIALS

- BiW4Teens Video Session Four – Journaling (8 minutes)
- Workbook Session Four - Journaling
- Journal

INSTRUCTIONAL PLAN

1. List multiple benefits of journaling;
2. Explain body appreciation journaling;
3. Explain body awareness journaling;
4. Explain gratitude journaling;
5. Describe how gratitude journaling can have a positive effect on the emotional center of the brain;
6. Explain journey journaling;

LEARNING OBJECTIVES

1. Participant will list several benefits of journaling;
2. Participant will describe 4 types of journaling that can support habit change;
3. Participant will explain how to journal to support positive changes.

Session 4 Journaling

1. How can journaling help with habit change?
2. What are other ways journaling can help you?
3. What are different types of journaling you could do?
4. What kind of journaling do you want to try?

SESSION FIVE – UNHEALTHY HABITS

PARTICIPANT MATERIALS

- BiW4Teens Video Session Five - Unhealthy Habits (11 minutes)
- Workbook Session Five - Unhealthy Habits
- Self-Discovery Exercise – Unhealthy Habits for Teens (like 2)

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INSTRUCTIONAL PLAN

1. List 25 key unhealthy habits that cause energy balance to get out of whack;
2. Explain how each of the 25 unhealthy habits causes the body to store excess energy.

LEARNING OBJECTIVES

1. Participant will list habits that cause energy balance to get out of whack;
2. Participant will identify their unhealthy habits;
3. Participant will verbalize understanding how their unhealthy habits have caused their body to store excess energy.

Session 5 Unhealthy Habits

1. Were you surprised by how many unhealthy habits you have that are causing to your energy balance to be out of whack?
2. How many healthy habits do you have? [Hint – they are all the non-highlighted habits on page 5.2.]
3. Why is it important to recognize and take credit for your existing healthy habits?
4. Which habit(s) on the list made you say, “I didn’t know that habit could cause my body to store excess energy.”

SESSION SIX – FOOD CRAVINGS

PARTICIPANT MATERIALS

- BiW4Teens Video Session Six - Food Cravings (8 minutes)
- Workbook Session Six - Food Cravings
- Activity – Identify Unhealthy Foods You Crave (0.5)
- Activity – Identify Food Craving Triggers
- Activity - Prevent Food Cravings Plan
- Activity – Develop a Distraction Action Plan
- Blank paper / markers home activity

INSTRUCTIONAL PLAN

1. Define food craving;
2. List lifestyle habits that promote and prevent food cravings;
3. List common triggers for food cravings;
4. Provided examples of actions that minimize food craving triggers;
5. Explore healthy substitutions for food cravings.

LEARNING OBJECTIVES

1. Participant will be able to list several causes of food cravings;
2. Participant will list several lifestyle habits that prevent food cravings;
3. Participant will identify their food craving triggers;
4. Participant will list healthy substitutions for food cravings;
5. Participant will develop a personalized craving management plan.

Session 6 Craving Management Plan

1. What unhealthy foods do you crave?
2. When you think about it, are there certain situations that make food craving worse?

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3. Do you think there is anything you can do to prevent or avoid or lessen these cravings?
4. Did you make a Distraction Action Plan? What does it look like?
5. What does it mean to, “Ride the wave, through the crave?”

SESSION SEVEN – HEALTHY HABITS

PARTICIPANT MATERIALS

- BiW4Teens Video Session Seven - Healthy Habits (11 minutes)
- Workbook Session Seven - Healthy Habits
 - Highlight healthy habit that need improvement
 - Go through handouts and highlight ideas you want to try to help you get healthier habits HOME WORK??
 - Handout - Eat More Fruit & Veggies
 - Handout - Quick Healthy Breakfasts
 - Handout - Enjoy Your Food While Eating Fewer Calories
 - Handout - Big Benefits of Family Meals
 - Handout - Tips for Eating Healthy Away from Home
 - Handout - Ideas for Healthy Snacks
 - Handout - Make Better Beverage Choices
 - Handout - 16 Ways to Decrease Fat in Your Diet

INSTRUCTIONAL PLAN

1. List 28 key healthy habits that promote a healthy energy balance;
2. Explain how each of the 28 healthy habits support a healthy energy balance.

LEARNING OBJECTIVES

1. Participant will list habits that help get the body's energy balance back in whack;
2. Participant will identify ideas to help them change their unhealthy habits into healthier habits.

Session 7 Healthy Habits

1. Did you get any ideas from the handouts in this session that will help you change unhealthy habits into healthier habits? Which handouts were they?
2. Do you think you want to start working on changing easier habits and then work on the harder ones later, or just the opposite?
3. Have you started to think about which unhealthy habits you want to start working on first?

SESSION EIGHT – PHYSICAL ACTIVITY

PARTICIPANT MATERIALS

- BiW4Teens Video Session Eight - Physical Activity (9 minutes)
- Workbook Session Eight- Physical Activity
- Extra activity – on page, have kids highlight benefits they would like to have, could be homework
- Activity - BiW 360 Goal
- Activity - My BiW Activity Pyramid
- Handout - 35 Ways to Help Your Teen Reach Their BiW 360 Goal

INSTRUCTIONAL PLAN

1. Define and give examples of strengthening – lifestyle – aerobic activities;

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2. Describe how aerobic activity helps support a healthy energy balance;
3. List multiple health benefits of aerobic activity;
4. Define physical activity recommendation for teens and tweens;
5. Explain what the BiW 360 Goal is;
6. Describe how sedentary teens and tweens can gradually increase physical activity until they getting the recommended amount of daily physical activity;
7. Discuss things that can derail an exercise plan;
8. List actions that support an exercise program.

LEARNING OBJECTIVES

1. Participant will define 3 types of physical activity and give several examples of each type;
2. Participant will describe how physical activity can help get their energy balance back in whack;
3. Participant will list different ways physical activity supports the health of the body and brain;
4. Participant will identify how many calories a body will burn during different types of physical activities;
5. Participant will develop their own personal activity pyramid.

Session 8 Physical Activity

1. How do you think daily physical activity can help you feel better and be healthier?
2. Which type of physical activity is going to do the most to help get your energy balance back in whack?
3. What is your favorite way to get your body moving? How many calories would you burn doing this activity? [Hint – Look at the chart on page 8.3.]
4. What is the BiW 360 goal?
5. What does your activity pyramid look like? What kinds of physical activities did you write in the spaces for the different types of activity?
6. How can I help you meet your BiW 360 goal?
7. Did you read “35 Ways to Help Your Teen Reach the BiW 360 Goal?” Are there are some ideas that sound good to you?

SESSION NINE – SETTING GOALS

PARTICIPANT MATERIALS

- BiW4Teens Video Session Nine - Setting Goals (9 minutes)
- Workbook Session Nine - Setting Goals
- Activity - Choose Healthy Habit Goals
- Appendix G – *BiW4Teens Habit Tracker*

INSTRUCTIONAL PLAN

1. Explain how to set realistic goals;
2. Describe factors that affect goal achievement;
3. Explain how to use the *Habit Tracker*;
4. List several ways that the *Habit Tracker* supports habit change;
5. Explain science of how long it takes for new habits to develop and become established habits.

LEARNING OBJECTIVES

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1. Participant will choose 2 to 3 healthy habit goals to start working on;
2. Participant will set up their *BiW4Teens Habit Tracker*;
3. Participant will verbalize understanding how to use the *Habit Tracker* to support successful habit change;
4. Participant will explain how the *Habit Tracker* is vital to their success with the BiW4Teens Program;
5. Participant will verbalize when to add new habits and how long each new habit needs tracked in the *Habit Tracker*.

Session 9 Goal Setting

1. What 2 or 3 healthy habit goals did you choose to start working on?
2. What do I need to do to help you be successful? [For example, do we need to get the soda pop out of the house or make sure there are healthy snack foods in the house.]
3. How can I support you while you are working on adopting your new healthier habits?
4. Did you select your new habits in the BiW Habit Tracker?

SESSION TEN – MIGHTY MESSAGES

PARTICIPANT MATERIALS

- BiW4Teens Video Session Ten - Mighty Messages (8 minutes)
- Workbook Session Ten - Mighty Messages
- Activity – Write a Might Message for a Health Goal
- Extra activity – write a Mighty Message for the group and practice it together

INSTRUCTIONAL PLAN

1. Define mighty message (positive affirmation);
2. List 6 rules for writing an effective mighty message;
3. Explain 4 keys to practicing an effective mighty message;
4. Demonstrate how to practice an effective mighty message;
5. Explain how mighty messages facilitate habit change in the brain;
6. Explain and demonstrate technique to stop automatic negative thoughts.

LEARNING OBJECTIVES

1. Participant will explain what a mighty message is;
2. Participant will verbalize how mighty messages can be used to support habit change;
3. Participant will write their own personal mighty message(s);
4. Participant will effectively practice a mighty message;
5. Participant will explain technique to stop automatic negative thoughts.

Session 10 Mighty Messages

1. How would you describe a Mighty Message?
2. What are some different ways you can practice a mighty message?
3. Have you written any mighty messages to help support your healthy habit goals?
4. What is an ANT and how do you “stomp ANTs?”
5. Do you have any ANTs you need to stomp?

SESSION ELEVEN – MINI MOVIES

PARTICIPANT MATERIALS

- BiW4Teens Video Session Eleven - Mini Movies (9 minutes)

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- Workbook Session Eleven - Mini Movies
- Activity – Write Details for Your Mini Movie
- Additional activity – have room get quiet, put kids on floor, have them practice their mini movie

INSTRUCTIONAL PLAN

1. Define mini movie (visualization);
2. Explain how mini movies facilitate habit change in the brain;
3. List 5 parts of an effective mini movie;
4. Demonstrate how to develop an effective mini movie;
5. Explain 8 keys to practicing an effective mini movie;
6. Explain ways mini movies can be used to support physical and emotional health;

LEARNING OBJECTIVES

1. Participant will describe what a mini movie is and how it works;
2. Participant will develop their own personal mini movie to support habit change;
3. Participant will list different ways they can use mini movies to support physical and emotional health.

Session 11 Mini Movies

1. What is a mini movie?
2. How do you practice a mini movie?
3. How do mini movies work?
4. Have you thought of a mini movie to support your healthy habits?

SESSION TWELVE – SUPPORT NEW HABITS

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twelve - Support New Habits (9 minutes)
- Workbook Session Twelve - Support New Habits
- *BiW Habit Change Contract (HOME WORK)*
- Additional activity – Brainstorm fun reward system
- Additional activity – Review power tools and ask kids which power tools they are using or want to use more

INSTRUCTIONAL PLAN

1. Define positive focus;
2. Explain how a positive focus has a positive effect on the emotional center of the brain;
3. Explain how a positive focus supports habit change;
4. Define mindset;
5. Explain how a positive mindset supports habit change;
6. List examples of positive mindset;
7. Define positive reinforcements;
8. Explain how positive reinforcements support habit change;
9. List examples of positive reinforcements;
10. Define rewards;
11. List examples of rewards that support habit change;
12. Explain how to use the *BiW Habit Change Contract*;
13. List examples of habit change agreements;

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14. List 10 program power tools youth learned about in Part 2 of the program and encourage the use of these power tools.

LEARNING OBJECTIVES

1. Participant will explain how a positive focus supports habit change;
2. Participant will describe a positive mindset;
3. Participant will explain the difference between positive reinforcements and rewards;
4. Participant will list examples of positive reinforcements and rewards;
5. Participant will verbalize how a habit change contract can decrease stress during the habit change process;
6. Participant will complete the *BiW Habit Change Contract* with their parent(s).

Session 12 Support New Habits

1. Are there any positive reinforcements you like to try (i.e. put a token in a jar every time you accomplish a daily goal)?
2. Would you like set up a positive reward system (i.e. when you accomplish your healthy habit goals for 3 weeks, we can do something special together)?
3. What is a mindset?
4. What are some of the things a person might think if they have a positive mindset?
5. What are some things you could do to connect pleasure to your healthy habit goals?
6. What power tools are you using along your habit change journey?
7. Is there anything I can do to help you be successful with accomplishing your healthy habit goals and stick with the program?
8. Is there anything else you want to add to the BiW Habit Change Contract?

SESSION THIRTEEN – NUTRITION PLAN

PARTICIPANT MATERIALS

- BiW4Teens Video Session Thirteen - Nutrition Plan (10 minutes)
- Workbook Session Thirteen - Nutrition Plan
- **Activity – Find Your Personalized Nutrition Plan**
- Appendix C – *Personalized Nutrition Plans*
- Appendix D – *Nutrition Plan Worksheets*
- Appendix E – *Food and Activity Log*

INSTRUCTIONAL PLAN

1. Explain that the nutrition plan is a guideline for healthy eating for youth with high BMIs;
2. Explain that the nutrition plan supports good health and meets the body's nutritional needs for ongoing growth and development;
3. List 7 food categories and provide examples of foods and serving sizes in each category;
4. List 4 food categories that are the primary energy sources in the diet;
5. Describe fluid requirements of the body;
6. Explain the "servings per day" column on the nutrition plan;
7. Explain and demonstrate how to use the *Nutrition Plan Worksheet*;
8. Explain and demonstrate how to use the *Food and Activity Log*;
9. List different power tools that can be used to support nutrition plan.

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LEARNING OBJECTIVES

1. Participant will list 7 food categories on the nutrition plan;
2. Participant will identify number of servings their body needs from each food category;
3. Participant will list the 4 energy food categories;
4. Participant will identify serving sizes for different foods;
5. Participant will explain how to use the *Nutrition Plan Worksheet*;
6. Participant will describe how to use the *Food and Activity Log*.

Session 13 - Nutrition Plan

1. Which nutrition plan is yours?
2. Is it recommended that you strictly follow your nutrition plan?
3. Can you list the different food categories on your nutrition plan?
4. What are the four categories of energy foods?
5. What are some examples of foods in the starch category?
6. How many servings do you need from each food category?
7. How much water or sugar-free caffeine-free fluid does your body need each day?
8. What is the nutrition plan worksheet and how are you supposed to use it?
9. Do you have to use the food and activity log?
10. Why is it important to learn serving sizes for energy foods?
11. What does it mean to respect serving sizes?

SESSION FOURTEEN – FOOD AND ENERGY BALANCE

PARTICIPANT MATERIALS

- BiW4Teens Video Session Fourteen - Food and Energy Balance (13 minutes)
- Workbook Session Fourteen - Food and Energy Balance

INSTRUCTIONAL PLAN

1. Define quick-release energy foods and explain how they effect energy balance and health;
2. Define refined foods and explain how they effect energy balance and health;
3. Define empty calorie foods and explain how they effect energy balance;
4. Define slow-release energy foods and explain how they effect energy balance and health;
5. Define whole foods and explain how they effect energy balance and health;
6. Define fiber and explain how it effects energy balance and health;
7. Explain what vitamins are and list several vitamins including their key actions;
8. Explain what minerals are and list several minerals including key actions;
9. Define probiotics and explain how they effect health and energy balance;
10. Explain how nutrition deficiencies can contribute to energy imbalance;
11. List and explain 9 habits that support good digestion.

LEARNING OBJECTIVES

1. Participant will describe meanings of important nutrition words;
2. Participant will verbalize how different foods effect energy balance;
3. Participant will list nutritional deficiencies that could cause their energy balance to get out of whack;
4. Participant will list several important nutrients that help support energy balance;
5. Participant will verbalize how digestion effects energy balance;
6. Participant will list several actions to take to support healthy digestion;

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7. Participant will explain why water is so important for health and energy balance.

Session 14 - Food and Energy Balance

1. Do you understand all the important words? [Hint – See pages 14.2 and 14.3.]
2. What is a slow-release energy food and how does it affect your energy balance?
3. What is quick release energy food and how does it affect your energy balance?
4. Why is it important to eat foods that have lots of vitamins and minerals in them?
5. Why is hydration important for energy balance?
6. How can stomach problems negatively impact your energy balance?
7. How can overgrowth of bad bacteria in your gut affect your energy balance?
8. What are kinds of foods support good bacteria?
9. What kind of foods do bad bacteria like?

SESSION FIFTEEN – GRAINS

PARTICIPANT MATERIALS

- BiW4Teens Video Session Fifteen – Grains (10 minutes)
- Workbook Session Fifteen – Grains
- Family Activity – Find Healthy Whole Grains
- Group & Family Activity – Measure Grain Products to Learn Serving Sizes (rice, oats,

INSTRUCTIONAL PLAN

1. Define grains;
2. List 2 macronutrients in grains and health supporting features of these macronutrients;
3. Explain simple and complex carbohydrates and describe how each effects energy balance;
4. Define whole grains and explain health supporting features;
5. List examples of whole grains and foods made with whole grains;
6. Define refined grains and explain negative effect on energy balance;
7. List examples of refined grains and foods made with refined grains;
8. Explain how to complete the Family Activity – Find Healthy Whole Grains;
9. Explain how to measure serving sizes of grain products.

LEARNING OBJECTIVES

1. Participant will list foods in the grain group;
2. Participant will verbalize that grains are part of the starch group;
3. Participant will verbalize that grains are one of the 4 energy food categories;
4. Participant will describe the difference between whole grains and refined grains;
5. Participant will explain why whole grains are better for your health and how they support energy balance;
6. Participant will identify refined and whole grains by reading the food label.

Session 15 – Grains

1. What is the difference between whole grains and refined grains?
2. How does fiber have a positive effect on your energy balance?
3. How many grams of fiber should a whole grain contain?
4. How do refined grains and whole grains affect your energy balance differently?
5. What are examples of whole grains and refined grains?

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6. What kind of whole grains and refined grains did you find in the kitchen?
7. What are serving sizes for different kinds of grains?
8. Have you measured any serving sizes for grains you have eaten?

SESSION SIXTEEN – LABEL READING

PARTICIPANT MATERIALS

- BiW4Teens Video Session Sixteen - Label Reading (8 minutes)
- Workbook Session Sixteen - Label Reading – Foods with labels
- Family/Group Activity – Label Reading Treasure Hunt

INSTRUCTIONAL PLAN

1. Define key parts of the nutrition label and explain how each part can be used to determine nutritional value;
2. List unhealthy items to avoid – trans fat, hydrogenated oils, and high fructose corn syrup;
3. Explain that whole grains contain at least 2 grams of fiber per serving;
4. Demonstrate how to read nutrition label for several different kinds of foods;
5. Explain ingredients list and how it can be used to determine nutritional value;
6. List terms used to signify refined flour;
7. Explain how to complete the *Label Reading Treasure Hunt*.

LEARNING OBJECTIVES

1. Participant will list and understand key parts of nutrition labels;
2. Participant will list examples healthy food choices;
3. Participant will identify unhealthy food choices.

Session 16 - Label Reading

1. What are important parts on the food label?
2. What are things you look for on the food label to know if your getting a healthy food?
3. Are all serving sizes on food labels the same as serving sizes on your BiW nutrition plan?
4. What kind of ingredients do you want to avoid?

SESSION SEVENTEEN – LEGUMES AND VEGGIES

PARTICIPANT MATERIALS

- BiW4Teens Video Session Seventeen - Legumes and Veggies (11 minutes)
- Workbook Session Seventeen - Legumes and Veggies
- Family Activity – Find Legumes
- Family Activity – Find Veggies
- Activity - Measure Legumes to Learn Serving Sizes
- Activity - Measure Veggies to Learn Serving Sizes

INSTRUCTIONAL PLAN

1. Define legume;
2. List 2 macronutrients and key vitamins and minerals found in legumes;
3. Explain how legumes supports health and effect energy balance;

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4. Give examples of several different types of legumes and clarify serving sizes;
5. Explain how to cook legumes and provide example of dishes that use legumes;
6. Explain how to complete the Family Activity – Find Legumes;
7. Explain how to measure serving sizes of legumes;
8. Define starchy and non-starchy veggies;
9. Give examples of starchy and non-starchy veggies and clarify serving sizes;
10. List 2 macronutrients and key vitamins and minerals found in veggies;
11. Explain how veggies support health and effect energy balance;
12. Explain potatoes are a nutritious quick-release energy food;
13. Describe the healthiest ways to cook and eat veggies;
14. Explain how to complete the Family Activity – Find Veggies;
15. Explain how to measure serving sizes of veggies.

LEARNING OBJECTIVES

1. Participant will verbalize how veggies and legumes help support health;
2. Participant will verbalize how veggies and legumes help balance energy;
3. Participant will identify one veggie that is a quick release energy food;
4. Participant will list veggies that are in the starch group;
5. Participant will list veggies that are low in calories and dense in nutrients;
6. Participant will verbalize the healthiest ways to cook and eat veggies.

Session 17 – Legumes & Veggies

1. What is a legume? Can you give examples?
2. Are all legumes slow release energy foods?
3. What is the serving size for legumes?
4. What kind of legumes have you found in your kitchen?
5. Have you measured any legumes that you have eaten?
6. What is a starchy vegetable? Can you give examples?
7. Are all starchy vegetables slow release energy foods?
8. Which starchy vegetable is the most abused of all the vegetables?
9. What kind of starchy vegetables have you found in your kitchen?
10. Have you measured any starchy vegetables that you have eaten?
11. What is a non-starchy vegetable? Can you give examples?
12. What are the serving sizes of non-starchy vegetables?
13. Why are they a good food category to eat from if you are hungry for more food?
14. What non-starchy vegetables are in your kitchen?
15. Have you measured any non-starchy vegetables that you have eaten?

SESSION EIGHTEEN – FRUIT

PARTICIPANT MATERIALS

- BiW4Teens Video Session Eighteen – Fruit (8 minutes)
- Workbook Session Eighteen - Fruit
- Family Activity – Find Fruit
- Activity - Measure Fruits to Learn Serving Sizes

INSTRUCTIONAL PLAN

1. Define fruit;

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2. List 1 macronutrient and key vitamins and minerals found in fruits;
3. Explain how fruits support health and effect energy balance;
4. Explain bananas are a nutritious quick-release energy food;
5. Give examples of several different types of fruits and clarify serving sizes;
6. Describe how to clean fresh fruit and the healthiest ways to eat fruit;
7. Explain how to complete the Family Activity – Find Fruit;
8. Explain how to measure serving sizes of fruits.

LEARNING OBJECTIVES

1. Participant will list reasons why fruit helps support health;
2. Participant will verbalize how fruit helps balance energy;
3. Participant will identify one fruit that is a quick release energy food;
4. Participant will describe the healthiest ways to eat fruit.

Session 18 – Fruit

1. Does fruit have a positive or negative effect on your energy balance?
2. Are all fruits slow-release energy foods?
3. Which fruit is a quick release energy food? Is it bad for you to eat this fruit?
4. What are the serving sizes for fruits?
5. What fruit did you find in your kitchen?
6. Have you measured any serving sizes for fruit that you have eaten?
7. What is mindful eating?

SESSION NINETEEN – DAIRY

PARTICIPANT MATERIALS (6 minutes)

- BiW4Teens Video Session Nineteen - Dairy
- Workbook Session Nineteen - Dairy
- Family Activity – Find Dairy Products
- Activity - Measure Dairy Products to Learn Serving Sizes

INSTRUCTIONAL PLAN

1. Define dairy products;
2. List 3 macronutrients and key vitamins and minerals found in dairy products;
3. Explain how dairy products support health and effect energy balance;
4. Describe 2 unhealthy things about some dairy – saturated fat and added sugars;
5. Explain how to avoid unhealthy dairy products;
6. Give examples of several different types of dairy products and clarify serving sizes;
7. Define lactose intolerance and milk allergy and list alternative sources of calcium;
8. Explain how to complete the Family Activity – Find Dairy Products;
9. Explain how to measure serving sizes of dairy products.

LEARNING OBJECTIVES

1. Participant will list important nutrients in dairy products;
2. Participant will list healthy dairy choices;
3. Participant will list unhealthy dairy choices.

Session 19 - Dairy

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1. What are different kinds of dairy products?
2. How do they affect energy balance?
3. What are examples of healthy dairy choices and unhealthy dairy choices?
4. What are serving sizes for different dairy products?
5. What dairy products have you found in your kitchen?
6. Have you measured any dairy products that you have consumed?

SESSION TWENTY – PROTEIN AND MEAT

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty - Protein and Meat (8 minutes)
- Workbook Session Twenty – Protein and Meat
- Family Activity – Find Protein and Meat
- Activity - Measure Protein and Meat to Learn Serving Sizes

INSTRUCTIONAL PLAN

1. Explain protein is a macronutrient;
2. Describe how protein provides important building blocks for the body;
3. Describe how protein has a positive effect on energy balance;
4. Explain that meat contains 2 macronutrients – protein and fat;
5. Give examples of different sources and forms of protein rich foods and clarify serving sizes;
6. Explain that one serving of nuts or seeds counts as an ounce of protein and a serving of fat;
7. Explain the healthiest ways to cook meat;
8. List unhealthy ways that some meat is prepared;
9. Explain how to complete the Family Activity – Find Protein and Meat;
10. Explain how to measure serving sizes of protein and meat.

LEARNING OBJECTIVES

1. Participant will list protein rich foods;
2. Participant will verbalize how protein supports a healthy body;
3. Participant will explain how protein effects energy balance;
4. Participant will identify healthy and unhealthy protein choices;
5. Participant will list protein sources that also count as a fat serving.

Session 20 – Protein & Meat

1. What are different kinds of meat?
2. What other foods are high in protein besides meat?
3. What are healthy choices a protein?
4. What are unhealthy choices of meat?
5. What are serving sizes of different kinds of protein?
6. What kind of protein is in the kitchen?
7. Have you measured any serving sizes for protein that you have eaten?

TWENTY-ONE – FATS

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-One – Fats (8 minutes)
- Workbook Session Twenty-One - Fats

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- Family Activity – Fat Finding Mission
- Activity - Measure Fats to Learn Serving Sizes

INSTRUCTIONAL PLAN

1. Explain fat is a macronutrient that is a dense very slow-release energy source;
2. List important functions of fat in the body;
3. Define saturated fat;
4. List animal and plant sources of saturated fat and clarify serving sizes;
5. Define monounsaturated fat;
6. List health benefits of monounsaturated fat;
7. List sources of monounsaturated fat and clarify serving sizes;
8. Define two types of polyunsaturated fat – omega 3 and omega 6;
9. List health benefits of omega 3 fatty acid;
10. List sources of omega 3 fatty acids;
11. List sources of omega 6 fatty acids and clarify serving sizes;
12. Define cholesterol and explain where it comes from;
13. Explain problems high cholesterol levels can cause for the circulatory system and brain;
14. Define trans fat, how it is produced and its harmful effects on the body.

LEARNING OBJECTIVES

1. Participant will list different types of fat;
2. Participant will describe different jobs fat has in the body;
3. Participant will verbalize how omega 3 fatty acids are vital to good health and a healthy energy balance;
4. Participant will list several healthy fats;
5. Participant will list several unhealthy fats;
6. Participant will verbalize that fat is a dense energy source.

Session 21 – Fats

1. Is it bad to eat fat?
2. Are some fats healthier than others? Can you give examples?
3. What is the most health damaging type of fat a person can eat? [Hint – See page 21.4.]
4. What are serving sizes for different kinds of fats?
5. Why are fat serving sizes so small?
6. What is an omega-3 fatty acid?
7. Omega-3 fatty acids do many good things for your body? Can you list a few of those things? [Hint – See page 21.3]
8. Where can you get omega-3 fatty acid?
9. What kinds of fats did you find in your kitchen?
10. Have you measured serving sizes of fats you have eaten?

SESSION TWENTY-TWO – WHAT ABOUT SUGAR

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-Two - What About Sugar (5 minutes)
- Workbook Session Twenty-Two - What About Sugar
- Addition Activity – Kids highlight harmful sugar effects that they didn't know about, do with video

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- Handout – Sugar Glossary – Highlight things kids knew were sugar

INSTRUCTIONAL PLAN

1. List harmful effects that sugar has on the body;
2. Explain negative effect sugar has on brain and emotions;
3. Review how sugar negatively effects energy balance;
4. Discuss how to enjoy small serving sizes of sweet treats with mindful eating;

LEARNING OBJECTIVES

1. Participant will list several harmful effects that sugar has on the body;
2. Participant will verbalize how sugar negatively impacts energy balance;
3. Participant will list negative effects that sugar has on the brain and emotions;
4. Participant will verbalize how sugar promotes overeating and binging.

Session 22 - What about Sugar

1. How does sugar affect your energy balance?
2. What are some negative effects that sugar has on your body?
3. How does sugar effect brain function?
4. What kind of gut bacteria love sugar?
5. What kind of foods or drinks do you consume that have sugar added to them?
6. Do you want to do a 30-day sugar-free challenge with me?

SESSION TWENTY-THREE – HEALTHIER KITCHEN

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-Three - Healthier Kitchen (10 minutes)
- Workbook Session Twenty-Three - Healthier Kitchen
- Group/FamilyActivity – *Blueprint for a Healthier Kitchen*
- Handout – *Smart Tips for Shopping*

INSTRUCTIONAL PLAN

1. Explain how to complete the *Blueprint for a Healthier Kitchen*;
2. Describe how to use the *Blueprint for a Healthier Kitchen* to replace unhealthy foods in their kitchen with healthier food choices;
3. Explain where and how to find the healthiest foods in the isles of the grocery store;
4. List money saving tips for buying groceries.

LEARNING OBJECTIVES

1. Participant will make a plan to replace unhealthy foods in their kitchen with healthier foods;
2. Participant will describe where to look in the grocery store to find the healthiest food choices;
3. Participant will verbalize how to find reasonably priced healthy food at the grocery store.

Session 23 - Healthier Kitchen

1. How do you use the blueprint for a healthy kitchen?
2. Are you supposed to throw out all unhealthy food that you have found in the kitchen?
3. Where can you find the healthiest foods in the grocery store?

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4. What are some ways that you can save money on groceries? [Hint – See pages 23.3 and 23.4.]

SESSION TWENTY-FOUR – TEAM UP FOR MEAL PLANNING

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-Four - Team Up for Meal Planning (7 minutes)
- Workbook Session Twenty-Four - Team Up for Meal Planning
- Handout – *Build a Healthy Meal*
- Handout – *Liven Up Your Meals with Veggies and Fruit*
- Handout – *Make Healthier Holiday Choices*
- Handout – *Tips for Healthier Recipes*
- Worksheet – *Team Up for Meal Planning*
- Worksheet – *Healthy Foods Shopping List*
- Handout – *Tips for Getting Teens Excited about Healthy Eating*

INSTRUCTIONAL PLAN

1. Describe food categories that make up a healthy balanced lunch and dinner plate;
2. Explain and demonstrate how to use the *Team Up for Meal Planning* worksheet;
3. Provide tips for making unhealthy family recipes healthier;
4. Describe activities that help get teens excited about eating healthier meals.

LEARNING OBJECTIVES

1. Participant will be able to plan a healthy balanced meal;
2. Participant will verbalize how to adjust unhealthy recipes and make them healthier;
3. Participant will be able to write a menu for a week;
4. Participant will be able to make out a grocery list for several meals.

Session 24 - Team Up for Meal Planning

1. What ideas do you have for meals?
2. Do these meals have healthy ingredients?
3. If not, could we change out any of the unhealthy ingredients for healthier ingredients?
4. What ingredients do we need to put on the grocery list to be able to make your meal?
5. What does a healthy plate look like?
6. Did you read “Tips for Getting Teens Excited About Healthy Eating?” Did you see any things you would like to do on this handout? [Hint – See page 24.10.]

SESSION TWENTY-FIVE – PROBLEM SOLVING

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-Five - Problem Solving (11 minutes)
- Workbook Session Twenty-Five - Problem Solving
- Worksheet – Problem Solve Situation 1
- Worksheet – Problem Solve Situation 2
- Worksheet – Problem Solve Situation 3

INSTRUCTIONAL PLAN

1. Explain the problem solving process;
2. List and describe 5 steps in problem solving process;

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3. Provide scenario of a problem and demonstrate how to use 5 problem solving steps;
4. Provide 3 separate problem scenarios for participant to practice problem solving steps;
5. Review possible solutions for each problem scenario.

LEARNING OBJECTIVES

1. Participant will be able to identify problems and brainstorm solutions;
2. Participant will list problem solving steps;
3. Participant will be able to develop problem solving plan and put it into action;
4. Participant will be able to evaluate how well their plan worked.

Session 25 - Problem Solving

1. What are the steps for problem solving?
2. Why is it important to identify the cause of a problem?
3. Why is it important to brainstorm several possible solutions?
4. Do you have any problems that you need to solve? If yes, do you want help solving your problem(s)?

SESSION TWENTY-SIX – GETTING AROUND PATH BLOCKERS

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-Six - Getting Around Path Blockers (6 minutes)
- Workbook Session Twenty-Six - Getting Around Path Blockers
- **Worksheet – Explore Path Blockers on Your Journey**

INSTRUCTIONAL PLAN

1. Explain what a path blocker is;
2. Provide examples of path blocking scenarios for and explore solutions for each scenario.

LEARNING OBJECTIVES

1. Participant will describe what a path blocker is;
2. Participant will identify path blockers in their life;
3. Participant will be able to evaluate if their path blocker is something they can get around;
4. Participant will be able to recognize when to develop a new health goal for a path blocker that they can't get around.

Session 26 - Getting Around Path Blockers

1. How is a road block different from a problem?
2. Can road blocks be removed?
3. Are you always going to be able to find way around every road block you encounter?
4. What do you do when there is no way around a road block?
5. Have you encountered any road blocks during this program? If yes, do you want help looking for a way around them?

SESSION TWENTY-SEVEN – STAYING MOTIVATED

PARTICIPANT MATERIALS

- BiW4Teens Video Session Twenty-Seven – Staying Motivated (6 minutes)
- Workbook Session Twenty-Seven – Staying Motivated

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INSTRUCTIONAL PLAN

1. Explain that the maintenance phase begins when this session is completed;
2. Explain maintenance phase involves continuing to practice healthy habits they have started during the implementation phase of the program, continue to adopt additional healthy habits on their list, follow their nutrition plan, and use program power tools to support new habits;
3. List and review program power tools that support and facilitate habit change;
4. Describe how stress can derail habit change efforts;
5. List 5 power tools that can be used to help manage stress;
6. Define options for length of maintenance phase.

LEARNING OBJECTIVES

1. Participant will identify several ways to stay motivated;
2. Participant will list actions they can take to stay on track during the maintenance phase of the BiW4Teens program;
3. Participant will list power tools that can be used to help manage stress.

Session 27 - Staying Motivated

1. What do you need to do to continue following your healthy lifestyle and nutrition program?
2. How can I help support you as you continue to follow your healthy lifestyle and nutrition program?
3. How are we going to work with your doctor from this point forward?
4. Did you get all 14 sets of Wacky Words? Do you need help sending in your completed Wacky Words form?

Wacky Words Chart

Program Gift

Next step in program – follow their program, come to group which will be cooking and exercise, and discuss what is going good and not so good – problem solve.

Celebrate successes